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ABSTRACT

The annual meeting of the Mid-South Educational Research Association (MSERA) in 1989 included over 300 research reports presented in various sessions. Abstracts of discussion sessions, display sessions, symposia, and training sessions are presented on the following topics: (1) home schooling; (2) school information profiles; (3) child involvement activities of parents; (4) laser videodisc approach to teaching clinical supervision; (5) personnel preparation programs; (6) early childhood education; (7) attitudes and attitude measures; (8) adult education; (9) a research-based curriculum model for the Mississippi band of Choctaw Indians; (10) gifted and talented students; (11) evaluation; (12) microcomputers; (13) educating at-risk students; (14) principals' supervisory behaviors; (15) mathematics; (16) teacher education; (17) child development; (18) handicapped students; (19) master teachers; (20) reading; (21) content validity of tests and test construction; (22) issues related to women and language; (23) teaching mathematics and science; (24) supply of and demand for minority teachers; (25) school administration; (26) transition studies of beginning teachers; (27) advanced measurement and analysis models; (28) student ability and achievement; (29) teacher employment and job satisfaction; (30) college personnel and the collaboration process; (31) child abuse and sexual assault and their educational and emotional impacts; (32) gender differences among students; (33) educational psychology; (34) an early childhood interagency transition model; (35) teacher evaluation; (36) research methodology; (37) curriculum; (38) ways of winning grants; (39) foreign language and art; (40) administration, public relations, and policy; (41) the Alabama drug prevalence survey; (42) educational improvement in the rural Mississippi Delta; (43) student employment; (44) curriculum and computers; (45) research utilization; (46) administration and discipline; (47) methods of surveying graduate student attitudes; (48) improving learning environments; (49) personality and cognition; (50) writing and publishing; (51) learning; (52) teacher socialization and teacher internships; (53) counseling; (54) inservice teacher education; (55) implementation of testing standards; and (56) health and attitudes. The constitution and bylaws of the MSERA are included. (SLD)

ED327569

Mid-South Educational Research Association

PROCEEDINGS

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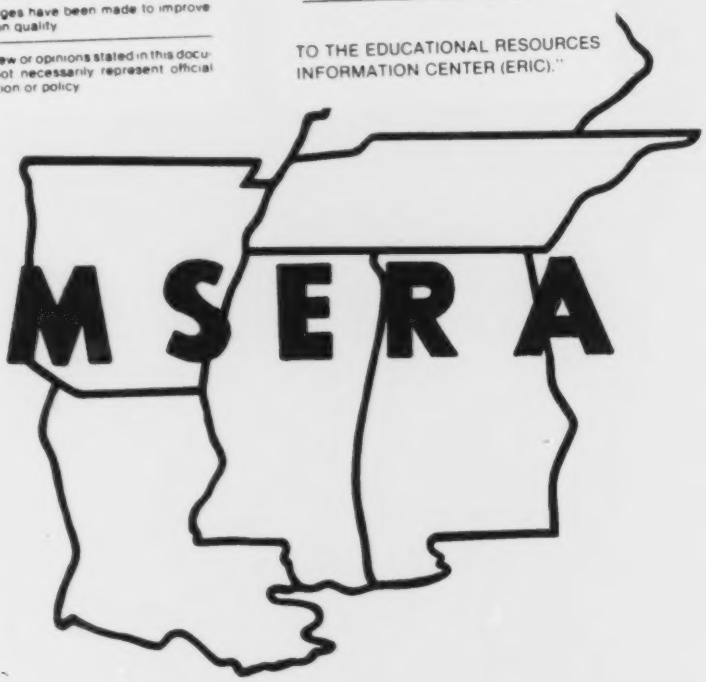

Eighteenth Annual Meeting

Little Rock, Arkansas

November 8-10, 1989

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PROCEEDINGS OF THE
EIGHTEENTH ANNUAL MEETING
OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS,
DISPLAY SESSIONS, SYMPOSIA,
AND TRAINING SESSIONS

JOHN R. PETRY, EDITOR
WALTER C. EMANUEL, JR., ASSISTANT EDITOR

NOVEMBER 8-10, 1989
LITTLE ROCK, ARKANSAS

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1989

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MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of The University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the Mid-South and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

ACKNOWLEDGEMENTS

As we close the decade of the 80's with our Eighteenth Annual Meeting, the Mid-South Educational Research Association continues as a success story. The membership of MSERA can only experience excitement as we approach the challenges before us in the decade of the 90's. Anticipation of continued success as an effective organization and the excitement this breeds can be directly attributed to the loyal and dedicated membership who enthusiastically embrace the purpose and goals of MSERA. All of us can and should take great pride in the willingness of our members to give of their time and energies to serve our Association. I take this opportunity to applaud each of our members for your valuable contributions and thank you for your continued support throughout my term as President of MSERA.

Needless to say, the contributions made by our members throughout the year have been too numerous to formally recognize in this brief acknowledgement. I, however, take the liberty to recognize those individuals whose efforts have significantly contributed to this year's annual meeting as well as operation. The countless hours that Diane Lancaster, chair of the Annual Program Committee, has spent with the help of her committee members certainly have culminated in an outstanding program for our 1989 Annual Meeting. Likewise, the enthusiasm and energy displayed by Rob Kennedy in coordinating our local arrangements for this Annual Meeting in Little Rock certainly deserve acknowledgement. The dedication displayed by Judy Boser to MSERA through her willingness to take on the task of moving from Co-Editor to the position of Editor of the Researcher demonstrates the spirit of our membership, as do the continued efforts of our Secretary/Treasurer, Gypsy Abbott-Clayton.

Recognition of the efforts of our Executive Secretary, Harry Bowman, and the guidance he provides to our Association cannot be overemphasized. Likewise, the work of our President-Elect, John Petry, and his unselfish dedication over the past decade as Editor of the Proceedings deserve the thanks of all associated with MSERA. Furthermore, I would like to extend thanks to our Past-President, Carolyn Williams, for her guidance and advice and to each of the members of our Board of Directors, who have contributed to the development of MSERA over the past year and who have also made my year as President an extremely enjoyable one. The same thanks are also extended to each of our Committee Chairs and their respective committee members who have performed their duties in an exceptional manner. The chairs and their respective committee members are listed on the pages that follow this acknowledgement.

Finally, I would like to acknowledge my secretary, Carol Holton, who has provided countless hours of support and service

to our Association over the past two years. She has demonstrated the qualities of our members who are dedicated to MSERA. Our Association is one with which I take extreme pride and will always cherish the opportunity that you afforded me to serve as your President.

Carl R. Martray,
MSERA President, 1989

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ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

WEDNESDAY, NOVEMBER 8, 1989

8:00 a.m. - 4:00 p.m. Registration . . . . . .Salons B and C

9:00 a.m. - 9:50 a.m. ORGANIZATIONAL MEETING FOR SPECIAL INTEREST GROUPS. . . . . .Arkansas River

Presider: Dorothy D. Reed, Air University Headquarters, Maxwell AFB

9:00 a.m. - 9:50 a.m. DISPLAY SESSIONS

Presenters: "HOME SCHOOLING: WHAT'S THAT?". . . . . LaHarpe

Jane S. Preiss, University of Central Arkansas

It is estimated that nationally there are from 500,000 to 1,000,000 children being taught at home, including 1,700 in Arkansas and 3,000 in Alabama. Home schooling can be defined as the educational alternative in which parents assume primary responsibility for the education of their children.

The four areas of concern to be considered are (1) laws and statutes regulating home schooling; (2) resources available to home schoolers; (3) national, state, and local support groups; and (4) literature and research about home schooling.

The methods used in researching this topic included corresponding with departments of education; attending workshops, book fairs and conferences; informal interviews; observation of home schools in session; and personal and telephone contacts with authors, home-school support group leaders, and lawyers involved in home-schooling litigation.

The proposed display will be fourfold in nature. It will provide information about home-schooling laws, support groups, resources, and research. Knowledge about home schooling will be communicated through the use of slide presentations, video recordings, pictures, charts, graphs, and personal correspondence.

"SCHOOL INFORMATION PROFILES: USING EVALUATION DATA FOR SCHOOL IMPROVEMENT" . . . . . LaSalle

James A. Tadlock and Henriette Allen, Jackson (MS) Public Schools

This session will demonstrate the use of School Information Profiles for designing school improvement plans. The profiles contain specially-formatted information about staff characteristics, pupil demographics, pupil performance on standardized and criterion tests, retentions, dropouts, course grades, and discipline offenses. Data are provided for a five-year period for each school in an urban school district.

Unlike most school profiles, these are not "brag sheets." Rather, they highlight strengths and weaknesses in the instructional delivery system of schools by delineating current status and longitudinal changes in multiple areas. Study and analysis of this comprehensive information provides the basis for designing strategies and allocating resources for school improvement.

Profile information will be displayed on poster boards, and sample copies of profiles will be provided to participants. A school improvement plan based on needs expressed in the profiles will be provided. Technical information about establishing and managing the profiles will be provided by district staff.

"CHILD INVOLVEMENT ACTIVITIES OF PARENTS AND CLASSROOM BEHAVIOR AND ACHIEVEMENT OF THEIR CHILDREN". . . . . .Arkansas Tennis Hall of Fame

Linda Garris Christian, Arkansas Technological University

Parental involvement has been shown to be beneficial to children, parents and schools; however, much of the research has focused only on school-related involvement. The purpose of the study was to examine the kinds of and amount of time spent in child-involvement activities by parents of young elementary children and the relationship between this involvement and the classroom behavior and achievement of children.

Parents of kindergarten and third-grade children were surveyed to determine the kinds of involvement activities in and the amounts of time parents are spending in these activities. Teachers were asked to rate classroom behaviors and academic achievement of the children using the Classroom Behavior Inventory (CBI).

Children of parents participating in more overall child-involvement activities were rated higher on academic achievement than children of parents participating in fewer overall child-involvement activities. Parents of third graders participated in more school, community, and overall child-involvement activities than parents of kindergarten children. Stepfamilies spent more time in community and school-child involvement activities than other families. The results of the study have implications for parent educators, teachers, and family professionals.

"A LASER VIDEODISC APPROACH TO TEACHING CLINICAL SUPERVISION" . . . . . Arkansas Valley

Oneida L. Martin, Tennessee Technological University

School leaders are charged with making instructional decisions about teaching performances. If school leaders are to help teachers improve instruction, they must first develop and master these skills through preparational programs.

Employing laser videodisc technology, a clinical supervision program was designed for graduate students in administration and supervision. The author developed a supervisory database program for mastering observational, analytical, and evaluative skills.

The display will demonstrate how laser technology facilitates students with skills and techniques. A written copy of the training program that interfaces with a microcomputer shows how educational software can be tailored to the needs of classrooms at a low-economical cost.

Reviewers will have an opportunity to see levels of interactive clinical processes. Each phase of the program will be explained and demonstrated. A conceptual model is included.

This laser approach to teaching supervision does not replace classroom experiences; however, it complements preparing competent instructional leaders. While the videodisc is an excellent classroom tool, its utility is applicable for inservice programs.

"DESIGNING PERSONNEL PREPARATION PROGRAMS TO COMPLY WITH PUBLIC LAW 99-457". . . . . .B. Finley Vinson

Georgine Steinmiller, Henderson State University, and David Bell, Arkansas Technological University

Many of the current methods of training and credentialling individuals to work with handicapped children aged three to five years are inadequate. There appears to be general agreement among professional groups and organizations with interest in serving the needs of this population that the training provided for individuals to work in this area needs study and revision.

This poster session will examine current work in Arkansas to design personnel preparation programs that will assist with complying with P.L. 99-457. It will include a list of competencies to be developed in the courses and will identify a list of needed skills or characteristics that special education teachers will need to display as they begin to serve that population of preschool age children.

10:00 a.m. - 10:50 a.m. EARLY CHILDHOOD EDUCATION (Discussion) . . . . . LaHarpe

WEDNESDAY, NOVEMBER 8, 1989

Presider: Linda Rhoades, Northeast Louisiana University

Presenters: "ASPIRING PARENTS' AND TEACHERS' ACADEMIC EXPECTATIONS FOR YOUNG CHILDREN"

Jupian J. Leung, The University of Wisconsin, Oshkosh

The purpose of this study was to determine if: (a) the gender of young children elicits differential academic expectations from subjects of this study, who were college students aspiring to become parents and teachers; (b) male and female subjects have differential academic expectations for young children; and (c) the subjects' status variables (college standing, overall GPA, GPA in major, major, and SES) and their reported experience with various school subjects (math, music, P.E., reading, social studies) in elementary school influence their academic expectations for young children. Academic expectations were measured in terms of subjects' responses to questions that asked them to indicate how difficult and how interesting they expected each school subject to be for a young child, how hard they expect a young child to work at each school subject, and how high a mark in each school subject they expect a young child to receive.

Results showed that the gender of young children elicited differential expectations from the subjects with regard to interest in P.E. and music. Subjects' status variables were poor predictors, but their reports of experience with the school subjects in elementary school were good predictors of their expectations for young children.

"THE DIFFERENCE IN ACHIEVEMENT IN GRADES ONE THROUGH FIVE BETWEEN YOUNGER AND OLDER ENTRANTS TO KINDERGARTEN"

Pamela C. Boyd, Mississippi State University

The purpose of this study was to investigate the difference in age to achievement in grades one through five between younger and older entrants to kindergarten. The study also sought to determine if the variables of race, gender, and socioeconomic status were related to academic achievement. Dependent variables included the total math and reading scaled scores on the California Achievement Test, Form 11, Level C, in third grade, and the scaled scores on the Stanford Achievement Test, Form E, in grades four and five.

The subject of the study were students who enrolled in the Cooperative Demonstration Kindergarten in the years 1979-1983 and who remained in the Starkville Public School System for six consecutive years. The sample consisted of 185 students. All of the students were five years of age on or before September 1 of the year in which they entered kindergarten.

The hypothesis that there would be no significant difference in achievement between younger and older students was tested. The younger group was defined as those students who entered kindergarten between the ages of five years and five years and six months old. The older group was defined as those students who entered kindergarten at the age of five years and six months, and older. The hypothesis was not rejected. Results indicated no significant difference in achievement between younger and older students. The variables of race, gender, and socioeconomic status also yielded no significant difference in achievement between younger and older entrants.

"PROJECT STAR - A STATEWIDE LONGITUDINAL CLASS-SIZE STUDY: AN UPDATE WITH THIRD-YEAR RESULTS"

Helen P. Bain, Tennessee State University; M. Nan Lintz, The University of Tennessee, Knoxville; and Charles M. Achilles, The University of North Carolina, Greensboro

Project STAR (Student-Teacher Achievement Ratio), is a four-year longitudinal study of class-size effects on student learning and development, grades K-3. This paper summarized the study, including second-grade and initial third-grade results and preliminary recommendations. Class size (treatment) was small (S), or 1:15; regular (R), or 1:25; and regular with full-time aide (RA). Standard and criterion tests recorded pupil achievement; logs, questionnaires, and observations provided additional data. Using an in-school design [each school has (S), (R), and (RA)] to control for building and

district variables, STAR randomly assigns pupils and teachers to conditions. Approximately 6,950 students in 76 schools and 346 classes from throughout Tennessee were involved in the first grade.

In kindergarten, there were no important differences among groups; first-grade results favored pupils in (S) over (R and RA) by substantial (statistically and educationally significant) margins on all cognitive (criterion and standardized) measures. Analyses included ANOVA, ANCOVA, t-tests and chi-square.

Conjecture about results will be part of the question/answer format. STAR staff (1988-89) followed the pupil cohorts for the final year of data collection.

"DIFFERENCES IN ACHIEVEMENT FOR FIRST AND SECOND GRADERS ASSOCIATED WITH REDUCTION IN CLASS SIZE"

Joan M. Butler, Starkville (MS) Public Schools, and
Herbert M. Handley, Mississippi State University

Replication in studies have confirmed differences in achievement associated with reduction in class size for first graders. Results of the preliminary study showing these differences were presented at MSERA last year.

The purpose of the study was to examine the relationship between class size and achievement for first and second graders. It was hypothesized that no significant difference would exist in achievement when small class size (20:1) was compared to large class size (27:1).

Subjects involved were 721 first graders and 620 second graders. Achievement scores of pupils enrolled during 1988-89 were compared to the previous year's first- and second-grade scores. Current students were assigned to classrooms of 20. Students from the preceding years were assigned to classrooms of 27.

Gains in achievement were measured by Stanford Achievement Tests. Comparisons were made for differences in achievement using MANOVA.

Results indicated significantly higher means in reading, mathematics, and listening achievement for first-grade groups in small classes when compared to large classes. Second graders in small classes achieved significantly higher in the area of reading.

A strong, positive relationship between small classes and achievement of first and second graders emerged. It is recommended that small class sizes be continued.

10:00 a.m. - 10:50 a.m. ATTITUDES (Discussion) . . . . . LaSalle

Presider: Jimmy D. Lindsey, Southern University

Presenters: "IMPACTING SCHOOL CLIMATE THROUGH SELECTED INTERVENTIONS"

Ernest L. Bentley, Jr., and Russell F. West, East Tennessee State University

This study includes 430 teachers who completed Wayson's (1977 1979) School Climate Inventory in the fall of 1988 and the spring of 1989. The question was how much impact would a series of selected innovations have on climate as measured by available instrumentation.

The interventions included three days of training in vision and culture and three days of training in situational leadership and technical assistance related to a $3,000 per site award to support school improvement plans fostering improved climate and interpersonal relations. The participants in statewide training were leaders and representative teachers from the schools. Technical assistance activities often involved entire local faculties. Sixteen elementary, middle, and high schools were involved, representing each geographical area of Tennessee.

Eight factor scores and a total score were computed from each school in the fall and in the spring. Total faculty populations were used.

Results indicate that where there is a difference it is generally in a positive direction. Using mean total scores, 10 of the 16 schools reflected improved scores. Using the median scores reflects considerably more positive results for some schools not showing total score gains.

"A STUDY OF MISSISSIPPI TEACHERS' ATTITUDES TOWARD THE USE OF MILITANT, COLLECTIVE ACTION"

Hampton S. Williams and Rex L. Leonard, University of Southern Mississippi

In 1985, a large group of public school teachers in Mississippi held a mass rally at the State Capitol to gain improvements in their salaries and working conditions. It has been four years since that event and there have been no further statewide, collective teacher actions. The problem of this study was to investigate the current attitudes of public school teachers in the state of Mississippi toward the use of militant, collective actions.

Four-hundred and fifty elementary- and secondary-level teachers, representing a 75% response rate from the 600 randomly selected sample, completed the Teachers' Attitudes Scale (TAS), including demographic data. Multiple regression/correlation analyses were used to test two hypothesis that focused on: (a) the relationship of attitudes to selected demographic variables, and (b) differences in attitudes that might be explained by the demographic variables.

The two hypotheses were accepted. Teachers' attitudes were found to be significantly related to the selected demographic variables. Race, gender, and age made small to modest, but significant, contributions to the attitudinal differences.

A knowledge of teachers' attitudes toward the use of various militant behaviors in response to directions coming from their organizations could lead school administrators to react by making the necessary organizational changes that might remove potential sources of unrest among the teachers.

"COMPARING THE VALUES HIERARCHY OF THE KENTUCKY DEPARTMENT OF EDUCATION'S CHARACTER/VALUES"

Fonda P. Butler and Terrance L. Hibpshman, Kentucky Department of Education

The Kentucky Department of Education's Division of Research compared the values hierarchy of its Character/Values Task Force to recent national samples and internally used Milton Rokeach's Values Survey. Rokeach designed the survey in 1967 expecting that it would reveal information about value stability at the cultural and individual level. The instrument presents two sets of 18 ideas -- terminal values that represent the ultimate end goals of existence and instrumental values that are the behavioral means for achieving these goals. The respondent ranks each list one to 18 with one being the most important.

Although the Department did not choose the Task Force members as a cross-section of Kentucky's population or for uniformity of attitudes, the internal comparison revealed moderate similarity but reflected this expected diversity. The group's correlation to a national sample of instrumental and terminal values was remarkably high, although they identified ambitious and clean as being less important and loving and polite as being more important among the instrumental values, world of peace and comfortable life as less important than the national sample, and salvation and inner harmony as more important among the terminal values.

"A CONTRAST OF STRESSORS AMONG SELF-CONTAINED, RESOURCE, AND RESIDENTIAL SPECIAL EDUCATORS"

Kathleen R. Atkins and David Naylor, University of Central Arkansas, and James Siders and James Whorton, University of Southern Mississippi

Significant changes and demands in our educational system have contributed to high stress levels and burnout symptoms in classroom teachers, especially those in the field of special education. The ramifications of burnout are visible in high absenteeism,

poor performance in the classroom by both teacher and student, and most significantly, a high attrition rate. The Maslach Burnout Inventory (MBI), a commonly used tool to measure symptoms of burnout, provides early signs of emotional exhaustion, depersonalization, and negative feelings of personal accomplishments.

The MBI was completed by 394 special educators in south Mississippi to determine levels of burnout and differences in the degrees of burnout among teachers in self-contained, resource, and residential classroom settings. Analysis of descriptive data from the three groups indicated low to moderate levels of group burnout. Analysis of variance indicated a significant difference ($F=8.7741$, $df=2,391$, $p<.05$) in degrees of burnout among the groups of teachers as measured by the factor of personal accomplishment.

Results of this study document the presence of stress and burnout in different degrees among special education teachers. Future research could focus on the identification of environmental and personal variables that produce feelings of stress and burnout.

10:00 a.m. - 10:50 a.m. ADULT EDUCATION (Discussion) . . . .Arkansas Tennis Hall of Fame

Presider: Dorren Rafael Schmitt, University of New Orleans

Presenters: "THE USE OF A COMPUTER FOR SCREENING DYSLEXIA"

Russell C. Wilson and Michael M. Lewis, Auburn University

The cost of adult illiteracy to our nation is widely recognized. However, efforts to remediate literacy levels of adults quickly encounter learning difficulties that probably contributed to the individual's failure to become more literate as a youth. As many as 75% of adult Level One readers display some learning difficulty.

Dyslexia is one of those difficulties. The problem is perceptual, a disability in interpreting symbols rather than the acquiring of visual information per se (Flax, 1973). Using elaborate instrumentation, Geiger and Lettvin (1987) found that identified dyslexic readers displayed heightened afoveal perception and a disruptive interaction between foveal and peripheral vision within the foveal field. They found that normal reading strategies may only exacerbate the dyslexic situation and suggested procedures to overcome the problem.

Practicing adult educators do not have the special equipment to screen persons and follow the suggested regimen. This is the report of a project to develop software that would allow readily-available MS-DOS computers to be used for screening and training.

Initial screening results are similar to those of Geiger and Lettvin. Their work will be reviewed, the software that emulates their procedures will be demonstrated, and the implication for practice will be discussed.

"THE FACTOR STRUCTURE OF THE SELF-DIRECTED LEARNING READINESS SCALE"

Xiaoping Wang, Russell F. West, and Ernest L. Bentley, Jr., East Tennessee State University

Over the past decade, one of the major research thrusts in adult education has focused on the identification of individuals who are self-directed in their approach to learning. The literature reveals controversy surrounding the reliability and validity of one of the most widely used instruments for measuring self-directed learning, the Self-Directed Learning Readiness Scale (SDLRS). Recently, researchers have questioned the claim that the instrument measures eight orthogonal factors. Research is needed to understand the dimensionality of the SDLRS.

Data were collected from 439 teachers from 16 schools that participated in the statewide TN LEAD project during 1988-89. The SDLRS was factor analyzed using principal components analysis with orthogonal rotation. Five interpretable factors were obtained: (1) desire to learn, (2) independence in learning, (3) view of learning as a lifelong process, (4) acceptance of responsibility for one's own learning, and (5) facility with negatively phrased items. These factors accounted for 24%, 5%, 4% 3%, and 3% of the variance, respectively.

The reliability of the total SDLRS was .93 (Cronbach's Alpha). Item-total correlations identified items that did not contribute to the dimensionality of the instrument. Suggestions are made for interpreting SDLRS scores and revising the instrument.

"FIELD DEPENDENCE-INDEPENDENCE MEASURES AS PREDICTORS OF LAW OFFICER TARGET RANGE PERFORMANCE"

Stephen L. Yarbrough, Walters State Community College, and
Russell C. Wilson, Auburn University

In an armed confrontation, law officers must visually disembed the subject from the background, differentiate him from non-hostile persons, and administer accurate, suppressing fire. Failure to rapidly make the correct decisions could lead to the injury of the officers and/or innocent persons. Study is needed to further understand perceptual contributions to such grave decisions.

Measures of field dependence-independence have been shown to predict the degree to which persons are able to disembed figures from a background, retain those figures in short-term memory and make independent decisions involving the disembedded figures. This research sought to identify the relationships between such measures and law officers' abilities to fire weapons in several standard and stressed target situations.

The Group Embedded Figures Test (GEFT) and the Hidden Figured Test (HFT) were administered to 38 law enforcement officers involved in an extensive continuing education program. The officers were tested in 15 different shooting environments. Multiple-regression analysis revealed the relationship between perceptual measures and range scores was not random ($p < .05$). Officers with higher field independence attained higher range scores. Contributions of perceptual measures to specific range scores are discussed.

"ACTIVE ARMY AND ARMY RESERVE SOLDIERS: A COMPARISON"

JoJo T. Corkan, U.S. Army Chemical School, and Glennelle Halpin and Gerald Halpin, Auburn University

The purpose of this study was to determine if active army and army reserve soldiers differ in terms of aptitude, job knowledge, job confidence, and perceptions of task difficulty, task importance, task frequency, and task training in relation to military operations.

Subjects were 303 chemical operations specialists, 151 of whom were active army and 152 were army reserve. The active-army soldiers had significantly higher composite scores in all areas assessed by the Armed Services Vocational Aptitude Battery. They also had higher scores on job knowledge and task frequency as assessed by a self-report measure, but the army reserve soldiers had higher scores on task difficulty and task importance. The two groups did not differ significantly on job confidence and task training.

Upon declaration of a national emergency, army reserve units may be activated. Together with the active army and national guard, they make up our total defense. To ensure the capability of such a force, U.S. Army Chemical School personnel design, develop, and implement a unified curriculum that is taught to all soldiers. Results of this study are discussed in relation to the effectiveness of this training.

10:00 a.m. - 10:50 a.m. A RESEARCH BASED CURRICULUM MODEL FOR THE MISSISSIPPI BAND OF CHOCTAW INDIANS (Symposium). . . . . .Arkansas River

Organizer: Melvin Eugene Franks, Mississippi Band of Choctaw Indians

Presenters: "HISTORY OF CHOCTAW CURRICULUM DEVELOPMENT AND IMPLEMENTATION"
Jim C. Fortune, Virginia Polytechnic Institute and State University

"THE DEVELOPMENT AND IMPLEMENTATION OF CHOCTAW CURRICULUM UNITS"
Susan T. Franks, Mississippi Band of Choctaw Indians

WEDNESDAY, NOVEMBER 8, 1989

"EVALUATING THE CHOCTAW CURRICULUM"
Melvin Eugene Franks, Mississippi Band of Choctaw Indians

The Mississippi Band of Choctaw Indians believes that it is essential to have an educational system that provides quality instruction, practices community and tribal accountability, and generates educational leaders. Since 1983, the tribe has been examining its educational system and looking at factors that influence schooling and academic progress.

The Choctaw School Study (Fortune, 1985), a qualitative and quantitative research project conducted by an Indian and non-Indian team, provided comprehensive information concerning the Choctaw school system. The study identified deficiencies in structure and performance of the reservation system. In response to the School Study, the Choctaw Indian Tribe applied for and received a grant to develop and implement the Choctaw Curriculum Project. The project was designed to treat one of the major identified problems -- the lack of a written, uniform school curriculum that is tribally-centered, mastery-based, and experiential.

A curriculum model was designed to provide for the production and installation of school curricula for the Choctaw Reservation Schools that: (1) synthesized sound educational standards, current research, tribal culture, and non-Indian cultural variables and expectations; (2) provided for meaningful participation by tribal representatives and parents; and (3) trained teachers prior to implementation.

The development and implementation of the Curriculum Model included seven phases:

Phase I - Development of a Basic Framework. A systematic scope and sequence of objectives was designed based on both the requirements of the state accreditation policy and the Bureau of Indian Affairs standards for education.

Phase II - Teacher Training: Acquiring Commitment to The New Curriculum. Classroom teachers were given extensive training in: (1) teaching content without sole reliance on the textbook; (2) teaching a standardized curriculum as a member of a team of same-grade teachers, but from different schools within the system; and (3) designing and implementing a curriculum based upon the values and interests of the Choctaw community and the specific needs and learning systems of the Choctaw children.

Phase III - Field Testing and Revision of the Basic Frameworks. The instructional objectives were taught and tested in the Choctaw school through the use of curricular mapping. Maps were analyzed to validate the objectives at grade level.

Phase IV - Curriculum Unit Writing. 184 Curriculum Units were written by a team of classroom teachers for grades kindergarten through eighth. The units addressed the subject matter and experiential needs of the Choctaw children and adhered with consistency to the content objectives of the basic frameworks.

Phase V - Field Testing and Revision of the Curriculum Units. The 184 Curriculum Units were field-tested and revised for broad use at the kindergarten through eighth-grade levels in the six Choctaw schools.

Phase VI - GAP Analysis. The curriculum units were analyzed to determine areas in which units were not meeting the required objectives. These gaps will be filled in with new materials.

Phase VII - Evaluating the Choctaw Curriculum. A bank of criterion-referenced test items is being developed by classroom teachers to test for mastery of each objective. Also, a teacher/student accountability plan is being designed to provide formative information on the progress of the total curriculum program.

10:00 a.m. - 10:50 a.m. GIFTED (Discussion). . . . . Arkansas Valley

Presider: Kay Lopez, Louisiana State University Medical Center

Presenters: "A COMPARISON OF THE LEVELS OF MUSIC APTITUDE AMONG GIFTED AND TALENTED FIFTH GRADERS AND NON-GIFTED AND TALENTED FIFTH GRADERS"

Janet L. Granderson, University of Central Arkansas

Multiple criteria, such as intelligence, creativity, motivation, and achievement, are often used to identify gifted and talented students. Because similar criteria are also emphasized in music, one might ask if gifted students possess a higher level of music aptitude than others.

This study attempted to determine if gifted fifth-grade students differed in the levels of music aptitude they possess as compared with other fifth-grade students.

The Conn Music Aptitude Test was administered to 450 fifth-grade students. Seventy students' scores were randomly selected to comprise the sample, which included 35 gifted students' scores and 35 non-gifted students' scores.

The scores were compared using an independent (two-tailed) t-test. Results, with a t-value of 2.632 and degrees of freedom 59, indicate a significant difference between the groups ($p=.011$). The mean of 93.029 for gifted students implicates a higher level of music aptitude when compared with the non-gifted group's mean of 90.343.

The findings suggest that similar characteristics exist among gifted students and students with high levels of music aptitude. Gifted students, therefore, should be encouraged musically in school music programs or in programs designed specifically for the musically gifted. Further study is necessary to determine the need for such programs.

"VARIABLES ASSOCIATED WITH CREATIVE BEHAVIOR IN ELEMENTARY SCHOOL CHILDREN: A REVIEW OF THE LITERATURE"

Barbara Lewis, The University of Alabama at Birmingham

Creativity has been the topic of considerable interest and debate for several decades. As might be expected, no one theory has emerged to explain the origin or nature of the creative act. Hallman (1963) provided an analysis of the creative act in proposing that it is a "unitary instance of behavior, terminates in objects and forms of living which are distinctive, evolves out of certain mental processes, covaries with specific personality transformations, and occurs within a particular environment." Thus, according to this analysis, creativity can be manifested in an infinite number of ways depending on the interplay of cognitive, personality, and situational variables. The final product, whether it be a new solution to a problem or an artistically unique contribution, is mediated by the interaction of particular variables.

The purpose of this presentation is to provide a brief overview of findings from major studies concerning the cognitive, personality, and situational variables related to creativity in elementary school children. Emphasis will be given to presenting theoretical models or conceptualizations within each of these areas that can provide a useful basis for formulating research on creativity.

"REDEFINING THE GIFTEDNESS CONSTRUCT"

Patricia F. Doerr and Sandra W. Long, Louisiana State University, Shreveport

Cognitive psychology recently has studied differences between highly competent individuals and novices. These studies have shown that, in their domain of expertise, experts show both qualitative and quantitative differences from novices. However, these differences seem to be related to information processing and are a function of both a well-developed knowledge base and ability to represent problems rather than of an innate "gift" in their area of expertise. We propose that gifted children also have this well-developed knowledge base, allowing them to exhibit a greater magnitude of skill as well as a different kind of skill in solving problems.

Implications from redefining gifted individuals as experts in information processing are numerous. Operationally redefining giftedness would necessitate changes in the identification process to select the target population reflecting that definition. Additionally, programmatic as well as methodological changes would need to be implemented to meet the educational needs of those students identified by a new definition.

"ARE THE GIFTED GIFTED?"

S. J. Obringer, Mississippi State University

With the increase of gifted and talented programs in the southeastern United States has come the issue of disproportionately low numbers of minority students qualifying for these programs. To appease the courts, several school districts have revamped testing procedures to allow more minority students to qualify for accelerated, enriched programs. Some of the more popular choices for achieving this goal have been the use of the Leiter International Performance Scale, the Pictorial Test of Intelligence, the Bruch Binet, and the Ravens Progressive Matrices Test. It is not uncommon for a given school district to administer three of four formal intelligence scales and select the scale with the highest results for submission to a screening team for an eligibility ruling. This practice violates the ethical code that should be adhered to by practicing school psychologists. This practice constitutes "fitting or finding a score to suit a program." If this practice were followed in the selection of students for programs designed for the mentally retarded, there is little doubt that parents, teachers, and other advocates would voice major objections.

If school systems are to act responsibly and ethically, the above questionable psychometric practices must be addressed. If education is truly a profession, let us adhere to professional standards and practices.

11:00 a.m. - 11:50 a.m. EVALUATION (Discussion). . . . . LaHarpe

Presider: Irene Gallaher, University of New Orleans

Presenters: "EVALUATION OF MENTORING PROGRAM FOR BEGINNING TEACHERS"

Anuradha P. Vaidya and Kathleen A. Bolland, The University of Alabama at Birmingham, and Shelby Talley, Northwest Georgia RESA

Although much is known about the problems and concerns of beginning teachers, relatively few published studies have focused on the effectiveness of the induction programs aimed to indoctrinate beginning teachers into the profession with greater support and guidance. This paper focuses on a mentor-protege program being conducted by a regional educational service center. Participants in the program were 64 beginning teachers and 50 experienced teachers. Semantic differential scales, multiple-choice questionnaires, and open-ended questionnaires were specifically designed to measure beliefs about mentor training, the communication process between mentor and protege teams, the most salient problems of the beginning teachers' concerns, and the effectiveness of the program in meeting its stated goals. The data were analyzed using both quantitative and qualitative methods. Preliminary analyses revealed the innumerable everyday stresses experienced by beginning teachers, and the valuable professional guidance and emotional support provided by mentors. This program may help to improve teacher retention and in turn maximize the available resources for instruction.

"AN EVALUATION OF A UNIVERSITY TEACHER INSERVICE EDUCATION CENTER"

Elizabeth G. Eller and Kathleen A. Bolland, The University of Alabama, Tuscaloosa

This evaluation was designed to determine the effectiveness of a university-sponsored inservice center. Approximately 2,800 public school teachers, administrators, and school board members attended inservice workshops. The Center provided inservice in critical need areas identified by the State Board of Education. We will discuss the evaluation of the Center's activities and the results of an evaluation questionnaire and interview. The questionnaire and interview elicited opinions from the participants concerning the workshops' pacing, preparedness of the instructor, recommendations to other teachers, outstanding features, features that needed improvement, how they have been able to apply the information, further workshops they would like, and any other comments they felt were appropriate. The interviews addressed participants' application of workshop content. Results from past questionnaires have indicated positive attitudes towards the inservice workshops. The results of the interviews added another type of information. The results are reported by component (i.e., administration, special education, and curriculum and instruction) for each question. Open-ended questions were content analyzed and the responses are presented by category. The study results allow inservice center staff to improve workshops and give participants information regarding what to expect from inservice.

"TEACHER PERFORMANCE RATINGS OF PEERS"

Landa Trentham, Auburn University

This research investigated teacher ratings of the quality of peer performance and the levels of confidence with which teachers make such ratings. The literature indicates that, while teachers are reluctant to evaluate the performance of their peers, they have greater faith in the skill of peers than the skill of others to evaluate performance.

For this study, a stratified random sample of 16 schools in a southeastern state was selected. Teachers in the selected schools rated their peers from 5 (high) to 1 on the basis of quality of teaching. Teachers also indicated the confidence level with which they rated each peer from 4 (high) to 1 (low). Ratings and confidence category explanations were provided.

The return rate was 65%. Across 291 teachers, mean quality ratings ranged from 1.50 to 5.00, and mean confidence ratings ranged from 1.36 to 4.00.

Return rates indicated that there is some reluctance on the part of teachers to participate in research in which they rate the performance of their peers. In addition, although there were quality ratings ranging from 1 to 5, teachers generally viewed the overall faculty in their respective schools as good to excellent.

Teachers expressed little confidence in the quality ratings assigned to peers since almost one-fourth of these ratings were made with "no basis" for judgment.

"CONGRUENCE OF PREDOMINANT TEACHING METHOD AND OBSERVED TEACHER BEHAVIOR"

Edith Miller, Auburn University, and Terry G. Roberson, University of Montevallo

The specific objectives of this study were to: (1) describe via frequency and percentage data the observed teaching behaviors in each of 12 teaching methods, (2) articulate from a study of the supportive theory and underlying assumptions a set of expected or anticipated behaviors for each teaching method, and (3) examine for congruence the descriptive data regarding observed teacher behavior and the theoretically expected behavior.

The instrument used is a low-inference, contingency scored observation scale, the Classroom Observation Record, which includes more than 200 specific teacher behaviors and provides for the collection of a number of contextual variables, including predominant teaching activity or method.

The analysis methods included the use of descriptive techniques such as frequency and percentage reporting.

The source of data was a file of classroom observation measures for a non-random sample of 1,003 teachers, with two observations of 45 minutes or more.

While the frequency information suggests that four of the teaching methods are so infrequently utilized as to be difficult, if not impossible, to describe and check for congruence with any theoretical model of expected teacher behavior, this preliminary analysis does indicate that there are discernable patterns of teacher behavior that emerge for the remaining eight teaching methods.

11:00 a.m. - 11:50 a.m. MICROCOMPUTERS (Discussion). . . . . LaSalle

Presider: Steve Lawson, University of New Orleans

Presenters: "INTEGRATING COMPUTER USAGE WITH THE TEACHING OF SCHOOL SUBJECTS: A STUDY OF A NATURALISTIC COMPUTER-INTENSIVE ENVIRONMENT"

Colleen Johnson and Steven M. Ross, Memphis State University

How computers can be effectively integrated with classroom teaching is a matter of considerable interest. The present study addressed this issue by examining a unique, naturalistic environment -- the Apple Classroom of Tomorrow (ACOT). The specific context was a sixth-grade, inner-city class of 30 students. As part of the project, each child was provided with both a home and a school computer. Data collection involved participant observation of classes over an eight-week period to determine the ways in which high computer access impacted on teaching methods in English, math, and reading.

Results revealed common use of the Tennessee Instructional Model (TIM) across classes, but differences in how computers were integrated with instruction. For English, uses were for independent practice and classroom rewards. In mathematics, CAI was used primarily to facilitate within-class ability grouping, whereas reading classes featured both grouping and independent practice applications. Further observations and analyses revealed how computer integration was molded in each class to the common TIM procedures and to the distinctive combination of subject matter and teacher style and personality. The implications of the findings for present and futuristic designs of computer-based classroom instruction were examined.

"PROVIDING STUDENTS WITH PROGRESS REPORTS IN CAI IMPROVES ATTENDANCE AND ACHIEVEMENT"

Roy B. Clariana and Lana J. Smith, Memphis State University

Authors concerned with the advantages of CAI (computer-assisted instruction) recommend the computer-generated progress reports as an important instructional feature of CAI (Alessi and Trollip, 1985). Progress reports could be a two-edged sword that would reward high-level students and punish low-ability students. What is the effect on achievement and attendance of providing students with CAI progress reports?

Subjects (Ss) included 105 at-risk eleventh graders in a five-week program funded by Holiday Inn. Ss were randomly assigned to the report or no-report groups. Experimenter-developed math calculation tests served as the achievement dependent variable. Course completion served as the attendance dependent variable.

ANOVA revealed a significant difference between the report (mean, 29.5) and no-report (mean, 24.1) groups, $p=.004$, $F=2.78$ math achievement. Probit analyses of course completion data revealed that reports increased course completion rates across all levels of ability and locus of control.

This study provides empirical support for the often advised practice of providing students with CAI progress reports.

"AN APPLE A DAY AND AT NIGHT: DISTANCE TUTORING IN THE ELEMENTARY SCHOOL"

Steven M. Ross, Lana J. Smith, and Gary R. Morrison, Memphis State University

One of the major problems facing our nation's schools is the increasing number of academically at-risk students. The focus of this study was the use of distance tutoring to help elementary at-risk children increase their motivation and school achievement. Subjects were 26 sixth-grade, inner-city minority students, each of whom was loaned a computer to use at home. Tutors were 10 graduate education majors from a local university. Over the school year, tutors communicated with the children via an electronic Bulletin Board System (BBS).

BBS messages were analyzed according to sender, receiver, and content. Tutors and students also completed surveys and interviews assessing their attitudes and experiences. Strengths of the program were viewed as: (a) exposure to positive role models and mentors, (b) involvement in academic work outside of school, (c) exposure to new technologies, and (d) extensive practice of reading and writing. Weaknesses were: (a) operational constraints of BBS (limited space and time delays), (b) assignments not always appropriate for BBS, (c) absence of face-to-face contacts, and (d) limited participation by some students. Overall, the results suggested that distance tutoring can be a viable instructional aid if appropriately supported by a tutor training model and curriculum and a flexible BBS.

"AN ACQUISITION OF TEST CONTENT STUDY COMPARING ANSWER UNTIL CORRECT (AUC) FEEDBACK AND KNOWLEDGE OF CORRECT RESPONSE (KCR) FEEDBACK"

Roy B. Clariana and Lana J. Smith, Memphis State University

KCR and AUC feedback are used interchangeably without adequate empirical support (Dempsey and Driscoll, 1980; Kulik and Kulik, 1988; Noonan, 1984). Smith's (1988) model suggests that AUC is better for high able students. Dick and Latta (1970) found AUC to be better with high able students and KCR to be better with low able students. Do high ability students benefit most from the deeper processing required by AUC? Do low ability students perform best with KCR which requires less processing?

Subjects (Ss) included 145 graduate education majors. Ss were randomly assigned to KCR or AUC. One week later, Ss took an identical item posttest that served as the final exam score for the course.

ANCOVA revealed that the low ability student performed best with KCR feedback while the high ability students performed best with AUC feedback. The interaction between ability and feedback form was significant at the $p=.05$ level, $F_{(1,47)}=3.909$.

The findings suggest that under these conditions, low ability students should be given KCR feedback, and high ability students should be given AUC feedback. This study provides support for Smith's (1988) feedback form by learner ability model.

11:00 a.m. - 11:50 a.m. TEACHING/LEARNING - AT RISK STUDENTS (Discussion) . . . . . .Arkansas Tennis Hall of Fame

Presider: Eleanor Blair Hilty, Kenneson State College

Presenters: "A STUDY OF THE CHARACTERISTICS OF EFFECTIVE/PRODUCTIVE INNER-CITY LOWER ELEMENTARY TEACHERS: DO CARING AND EMPATHY PRODUCE GREATER ACHIEVEMENT IN AT-RISK CHILDREN?"

Sam Lucas, Frank W. Markus, and Gilbert C. Brown, Memphis State University, and Melissa M. Self, The Hutchison School for Girls

The purpose of this study was to determine if there is a relationship between the factors of caring and empathy exhibited by teachers toward students and the achievement (in mathematics and reading) of first-, second-, and third-grade at-risk pupils. The study population was drawn from 16 core-city kindergarten through sixth-grade schools from two of Tennessee's urban school districts. Three hundred first-, second-, and third-grade teachers constituted the sample.

Data collection consisted of: (1) responses to the "Adult Personality Inventory," a tool that measures eight interpersonal characteristics, including "caring and empathy;" (2) a sociogram that identified the five most caring and empathic teachers among the sample population; and (3) the math and reading scores for each grade for the years 1987-1988 and 1988-1989.

Data measurement activites were: (1) verification of effective/productive characteristics of teachers using DBase III + computer programs and gain score of each grade group, and (2) determination of the relationship between student gain scores and the caring and empathy scores of teachers.

The results of this study have implications for educational preparation programs, and inservice and staff development workshops as an attempt is made to increase effectiveness with at-risk children, no matter their community location.

"EFFORTS MADE TO REDUCE OR PRESENT 'AT RISKNESS' FOR STUDENTS IN GRADES FOUR, SEVEN, AND TEN IN THE UNITED STATES"

Pamela Kirk and Lamar Moody, Mississippi State University

This study sought to determine the extent to which schools employed each of 13 procedures to reduce or prevent "at riskness" of students in grades four, seven, and ten in the United States. The data were derived from national data created by the Phi Delta Kappa study of students at risk. The database included 6,173 fourth-grade, 7,762

seventh-grade, and 7,417 tenth-grade students.

The percentage of students receiving each procedure was calculated for each grade level and the 13 procedures were then rank ordered for each level. Provision of computerized instruction ranked first at each level, and provision of opportunity for parental involvement ranked second. Referrals to special education and psychologists ranked twelfth and thirteenth, respectively, at each level. Rank orders for the total array of procedures were practically identical at all three levels.

Such traditional procedures as placement in small classes, placement in lower track courses, tutoring, extra homework, special teachers, and special instructional material were used with less than one-third of the students at each level.

The low percentages reported for the majority of procedures associated with school effort to lower or prevent student "at riskness" should receive immediate attention of teachers and administrators nationwide.

"THE RELATIONSHIP BETWEEN TEACHERS' AND PRINCIPALS' PERCEPTIONS OF THE EFFECTIVENESS OF SELECTED STRATEGIES USED TO REDUCE OR PREVENT 'AT RISKNESS' OF STUDENTS"

Marvin Lay and Lamar Moody, Mississippi State University

This study sought to determine the relationship between teachers' and principals' perceptions of the effectiveness of selected strategies used to reduce or prevent "at riskness" of students.

The database included 9,259 teachers and 276 principals. Data were derived from national data created by Phi Delta Kappa's study of students at risk.

Percentages of teachers and principals declaring each strategy effective were calculated separately for each school level. The 30 strategies were then rank ordered according to the percentages of teachers and principals declaring them effective. Rank order correlations were used to determine statistical relationships.

Correlations obtained were: elementary .95; middle .82; and high schools .78. All three correlations were significant beyond the .001 level. There was a very close match between the rank ordering of strategies deemed effective by teachers and principals at all three levels. Perceptions of teachers and principals were found to be highly congruent.

The strategy of individualizing instruction received the highest percentage of positive teacher responses at each level, and the strategy of providing special teachers received the highest percentage of positive principal responses at each level. Implementation of strategies deemed effective by high proportions of both groups should help to reduce student "at riskness."

"COMPARISONS OF ELEMENTARY, MIDDLE SCHOOL, AND HIGH SCHOOL TEACHERS' RESPONSES TO SELECTED QUESTIONS ABOUT AT-RISK STUDENTS"

Anita P. George and Lamar Moody, Mississippi State University

The problem was to determine if there was congruency among elementary, middle, and high school teachers' modal response to selected questions about at-risk students. The data were derived from national data created by the Phi Delta Kappa study of students at risk. The database included responses from 9,259 teachers.

Productivity of teacher efforts with at-risk students was perceived as moderately productive by all three groups. Each group rated its students as average on reading comprehension, general behavior, and attention in class, above average in daily attendance, and below average in listening skills, homework completion, and higher order thinking skills.

Teacher responsibility for specific learning or behaviors received congruent responses of moderately responsible on attitude toward school, completion of homework, and higher order thinking skills, and responses of very responsible for attention in class.

Respondents agreed on moderate teacher influence over writing, listening, and higher order thinking skills, general behavior, attitude toward school, homework completion, and attention in class, and not much influence over daily attendance.

The foregoing and more extensive findings reported in the complete paper should alert teachers to areas of congruent and incongruent perceptions among school levels. More effective communication among teachers could result.

11:00 a.m. - 11:50 a.m. PRINCIPALS' SUPERVISORY BEHAVIORS (Symposium). . . . . .Arkansas River

Organizer: Walter E. Sistrunk, Mississippi State University

Presenters:

"THE RELATIONSHIP BETWEEN ACTUAL AND PREFERRED SUPERVISORY BEHAVIORS AS PERCEIVED BY SPECIAL EDUCATION TEACHERS AND AS SELF-PERCEIVED BY SPECIAL EDUCATION SUPERVISORS IN LOUISIANA"
Bobbie Clayton Berry, Northeast Louisiana State University

"MISSISSIPPI PUBLIC HIGH SCHOOL TEACHERS' PERCEPTIONS OF THE RELATIONSHIP BETWEEN THE SUPERVISORY BEHAVIORS OF PRINCIPALS AND SCHOOL CLIMATE"
Johnny Lee Kennebrew, Yazoo City (MS) Public Schools

"THE RELATIONSHIP BETWEEN SECONDARY TEACHERS' PERCEIVED LEVELS OF BURNOUT AND PRINCIPALS' SUPERVISORY BEHAVIORS"
Gloria Dianne Harvey Richardson, Meridian Branch of Mississippi State University and the Meridian (MS) Public Schools

"A COMPARISON OF ELEMENTARY PRINCIPALS' AND ELEMENTARY TEACHERS' PERCEPTIONS OF THEIR PRINCIPALS' SUPERVISORY BEHAVIORS"
Bettye Hamill Vickers, Jackson (MS) Public Schools

"THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF PRINCIPALS' ACTUAL AND PREFERRED SUPERVISORY BEHAVIORS IN SELECTED SOUTHERN PUBLIC JUNIOR HIGH SCHOOLS"
Betsy Boone Ward, Gulf Coast Branch of the University of Southern Mississippi

The five papers included in this symposium are among the more recent investigations of supervisory behavior begun in 1982. A symposium of early papers was presented at MSERA in 1983. Other papers generated by the SBDQ have been presented each year since then.

The papers included in this symposium report investigations of elementary, secondary, and special education teachers' perceptions of supervision. Data were collected from teachers in six different states. Some papers deal with comparisons of actual and preferred supervisory behavior. One compared supervisory behaviors to school climate. One compared supervisory behavior to teacher burnout. All presenters will discuss procedures and findings. Ample opportunity will be provided for audience participation.

Berry investigated the relationship between actual and preferred self-perceived behaviors and teachers' perceptions of Louisiana special education supervisors. She used the SBDQ, Form One, Subscale Eight. The population consisted of 50 supervisors and 200 teachers from all 66 districts. The data were analyzed to t-tests, analysis of variance, and a Scheffe. Supervisors perceived them as more collaborative than directive or non-directive. Teachers perceived them as more directive, but preferred less direction. There were other differences.

Kennebrew investigated high school teachers' perceptions of the relationship between principals' supervisory behaviors and school climate. The population consisted of 240 teachers from 30 Mississippi high schools. He used the SBDQ, Form One, Subscales One, Two, Five, and Eight, and the School Climate Survey, Form A. The data were analyzed using multiple regression and correlation. School climate was found to be negatively correlated with directive supervisory behaviors and with non-direction. It was positively correlated with collaborative supervision.

Richardson investigated teachers' perceptions of burnout and principals' supervisory behaviors. Instruments were the Maslach Burnout Inventory Form Ed and the

SBDQ, Form One. The sample included 120 Mississippi secondary teachers. Data were analyzed using analysis of variance. Significant differences were found for MBI Subscales Emotional Exhaustion and Depersonalization and SBDQ Subscales Developing Curriculum, Staff Development, and Evaluation of Instruction.

Vickers studied elementary principals' and teachers' perceptions of principals' supervisory behaviors. She used the SBDQ Form One, all eight subscales. She solicited responses from 187 principals and 935 Mississippi teachers. There were 701 respondents. Analysis of variance was the statistic. Principals perceived their practices as more collaborative and less directive than did their teachers. There were other differences when the subscales and demographic data were considered.

Ward investigated the differences between junior high school teachers' perceptions and preferences for principals' supervisory behaviors. Data were gathered using four subscales of the SBDQ, Form One: Curriculum Development, Instructional Organization, and Evaluation of Instruction. Usable responses were received from 183 teachers in Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee. Statistical analysis of the study's questions revealed the following: (1) all teachers preferred collaboration; (2) Mississippi's teachers preferred directive supervision; (3) female teachers perceived more supervision; and (4) Caucasian teachers preferred more supervision.

One study found teacher burnout to increase as collaborative supervision increased. Other studies found that teachers preferred collaboration to either direction or non-direction.

11:00 a.m. - 11:50 a.m. MATHEMATICS (Discussion) . . . . . Arkansas Valley

Presider: Oneida L. Martin, Tennessee Technological University

Presenters: "IDENTIFYING INSTRUCTIONAL PROBLEMS IN MATHEMATICS"

Evelyn M. VanDevender, University of South Alabama

The thrust for higher achievement, teacher accountability, and a desire to help teachers and students become more successful in mathematics led to this investigation. The purpose of the study was to identify problems teachers experience in teaching mathematics in the elementary/early childhood classroom and to determine if there were any differences between the opinions of early childhood teachers (K-3) and elementary teachers (4-6) concerning these problems.

Problems in teaching mathematics were identified by 47 practicing teachers in graduate classes. Their suggested problems were identified, summarized, and formed into a questionnaire. A pilot study was conducted to support the validity of the questionnaire. The questionnaire was then distributed and rated by 108 practicing teachers. Percentages and means were computed to determine the degree of emphasis placed on each problem. Chi-square was used to determine if there were significant (.05 level) differences between the opinions of early childhood teachers and elementary teachers.

The results indicated that the most heavily emphasized problems concerning teachers were the different ability levels of students (90%), the need for more concrete materials (89%), and too many students per classroom (86%). The perceptions of early childhood teachers and elementary teachers were significantly different on problems concerning the different ability levels of students and careless student mistakes.

The implications from the findings of this study are readily apparent: priority to acquiring additional instructional materials and lowering the number of students per classroom is needed. As remedies are found for these problems, mathematics instruction will become more successful.

"MULTIDISCIPLINARY DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR ELEMENTARY MATHEMATICS"

James Reid Jones, Ann Hall, T. Gene Hamon, Delta State University, and Donna A. Lander and Carolyn Craig, Mississippi State Department of Education

Numerous reports have demonstrated serious national shortcomings in mathematics

achievement. A two-year, multidisciplinary project designed to address this need in Mississippi is described and emphasizes the procedures used in developing materials and field testing results. The State Department of Education, four academic departments at Delta State University, and 24 school districts were involved in this effort.

Mississippi adopted a statewide curriculum with achievement testing of educational objectives from that curriculum. School accrediting was made dependent on district performance. Delta State University was granted a contract to study mathematical needs. Three years of testing made it clear that this area should be prioritized.

Teachers, administrators, and university researchers shared an overwhelming consensus that major efforts should be made to develop teaching materials keyed to the state curriculum objectives and to develop an approach to integrating the teaching of reading with mathematics. A second contract was issued to form a multidisciplinary team for developing these materials and for field testing research.

Extensive examples of the diagnostic/prescriptive Teaching Modules and the Reading-Mathematics Connection were available. Field testing demonstrated significant performance gains. The coordinated approach proved successful for a seriously economically depressed, rural area.

"DO WE REALLY UNDERSTAND WHAT CHILDREN ARE SAYING?"

Ann Dominick, Vanderbilt University

Based on many children's correct answers to subtraction problems and to questions regarding regrouping for subtraction, educators naturally assume that children understand the process. Upon further investigation, however, it seems that many children have different ideas from those that their answers would indicate. Clinical interviewing is an important tool for helping to discover children's true understanding and to help teachers make educational decisions about which direction subsequent classroom instruction should take.

For nine months, 35 third-grade children participated in a naturalistic research study designed to determine patterns of children's thinking about subtraction regarding the standard regrouping algorithm. Throughout the year, children were observed and interviewed individually and in groups.

Though many children could articulate the procedure for regrouping for subtraction, when asked to illustrate what they had articulated using counting chips, the majority could not illustrate how the procedure worked. Although many children could show that a two in the 10s column, for instance, meant 20, in the context of a subtraction problem, they may have said that they were borrowing "a 10" or "10," but demonstrated that they thought they were moving only one.

"IS THERE A DIFFERENCE IN MATHEMATICS ANXIETY AMONG SEVENTH, EIGHTH, AND NINTH GRADERS?"

Sherrill Evans, Mississippi State University

Being an educator in the 1980's is certainly challenging and sometimes overwhelming. Seldom before in the history of education have schools been confronted with such a myriad of problems. One of the problems is the low achievement of females and minorities in mathematics. Factors that appear to contribute to the achievement gap are the avoidance of secondary mathematics courses by females and minorities and the dearth of compensatory basic skills programs at the secondary school level. An explanation for this problem that would also contribute to the factors could be mathematics anxiety.

The purpose of the study was to determine whether there was a difference in mathematics anxiety when grade levels are considered. One null hypothesis was tested using ANOVA.

The random sample consisted of 104 seventh-, 103 eighth-, and 94 ninth-grade students in an east central Mississippi city. Each subject was administered the Mathematics Anxiety Rating Scale-A.

Significantly higher mathematics anxiety scores were obtained for eighth graders than seventh or ninth graders. The ninth graders had higher mathematics anxiety scores

than did seventh graders. The results of this study suggest that educators examine conditions that would cause mathematics anxiety to increase at this particular educational level.

12:00 p.m. - 12:50 p.m. TEACHER EDUCATION (Discussion) . . . . . LaHarpe

Presider: Joe M. Blackbourn, Mississippi State University

Presenters: "UNDERGRADUATE TEACHER EDUCATION PREPARATION AND LEVEL OF CONCERN ABOUT TEACHING"

Richard Kazelskis, M. E. Kersh, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

The present study was designed to examine the relationship between perceived degree of undergraduate teacher education preparation and concern about teaching. A sample of 154 teacher education students just completing student teaching responded to a scale designed to measure the degree of preparation provided by their teacher education program in seven broad areas and the Teacher Concerns Checklist, which measures 11 dimensions of teacher concern.

The sample was predominantly female (75%) with the majority of the students seeking certification in grades K-8 (86%). Two-thirds of the sample ranged in age from 20-25 years, and 6 1/2% were over age 40. Seventy-nine percent of the sample completed at least some of their undergraduate training at junior or community colleges.

A significant canonial correlation was found between the scores on the seven preparation areas and the 11 concerns measures. Examination of the canonical weights indicated that nearly all variables in the two sets contributed to this relationship. Further examination of the relationships were carried out using multiple linear regression predicting each of the concern dimensions using the preparation ratings. Degree of concern could be predicted on seven of the 11 concern dimensions.

"AN ANALYSIS OF THE MISSISSIPPI PROCESS OF STATE APPROVAL OF TEACHER EDUCATION PROGRAMS"

Neil Amos, Mississippi State University, and Bob Cheeseman, Mississippi State Department of Education

Legislation in 1982 created the Commission on Teacher and Administrator Education, Certification, and Development, which has the responsibility for recommending to the State Board of Education the criteria for teacher certification and the standards for approving teacher education programs. Research and evaluation are vital to the modification of teacher education.

To study the effectiveness of the process for program approval, the researchers analyzed the data collected on the reviews of all state teacher education programs, both public and private. Procedures and standards were analyzed and reported based on the findings of trained and certified evaluators who are assigned to evaluation teams.

Findings from this study revealed that most programs are effectively implementing programs that meet state standards. However, some of the institutions did not meet all of the standards and were approved with reservation. These institutions have three years to meet all of the required standards.

Each year, the Commission must recommend to the State Board of Education those programs to be approved or disapproved based upon these evaluations. This review process should emphasize a quality control factor for teacher education programs in Mississippi.

"THE CHANGE PROCESS AND THE REDESIGN OF A TEACHER EDUCATION PROGRAM"

Arnold J. Moore, Mississippi State University

To redesign teacher education programs, strategies are needed whereby an institution and individual faculty members can examine or change some of their own knowledge and behaviors. This was achieved at a major research university by establishing

a collaborative milieu for faculty, administrators, and public school personnel to become familiar with the research and knowledge bases essential for redesigned programs.

Information and data were obtained by SREB and the institution over a seven-year period. Some of the key identifiable factors/conditions for change were: (1) institutional leaders broadly define a problem that invites solution; (2) effective permanent change requires the commitment of resources in the form of time, competence, and, sometimes, money; (3) appropriate incentives for the faculty; (4) creation of organizational structures that cultivate a sense of ownership; (5) successful implementation requires top-level involvement; (6) institutional leaders present the change effort as building on, rather than departing from, the historical background of the institution; (7) external pressures do not necessarily explain the magnitude of the change; (8) change can be substantive or symbolic; and (9) teacher education programs can lose enrollment, faculty, and money and still not make significant changes.

"THE ROLE OF TEACHER EDUCATION IN REDESIGNING AMERICAN EDUCATION"

Jim Flaitz, The University of Southwestern Louisiana

Changing demographics and concerns over economic competitiveness have resulted in growing external pressure on American education for change. Unfortunately, many of the voices for change do not understand the forces that have shaped American education into what it is today and do not understand the interrelationship that exists between and among the schools, the regulatory agencies (state boards of education), and the teacher training institutions. Meaningful change is most likely to succeed if teacher education institutions lead rather than follow in the development of strategies for reform. In this paper, the historical role of the teacher training institution and its impact upon American education are briefly traced and analyzed. Factors that have contributed to the adoption of a passive rather than active role in educational change are examined and discussed. Critical steps in asserting a more proactive role in educational reform are identified, along with obstacles and pitfalls.

12:00 p.m. - 12:50 p.m. DEVELOPMENT (Discussion) . . . . . LaSalle

Presider: Larry G. Daniel, University of Southern Mississippi

Presenters: "RELATIONSHIP BETWEEN HOME VARIABLES AND PRESCHOOL CHILDREN'S DEVELOPMENT"

Patti L. Harrison, The University of Alabama, Tuscaloosa

Previous research has supported the relationship between many home variables and children's cognitive development, even when family socioeconomic status is controlled. Other areas of children's development have not been emphasized in previous investigations. The purpose of the present study was to explore the relationship between home variables and preschool children's cognitive/language, self-help/social, and motor development.

Subjects were 1,149 children ages two through six years, who participated in the standardization of the Early Screening Profiles (ESP). Stepwise multiple-regression analyses were conducted to identify ESP Home Survey items that significantly increased the multiple correlation with developmental measures beyond that accounted for by parental education. Dependent variables were ESP Cognitive/Language, Self-Help/Social, Motor, and Total Screening standard scores.

Correlations between parental education and dependent measures ranged from .01 to .37. After entering home items, multiple correlations significantly increased and ranged from .35 to .58. Significant home items included parental participation in children's learning activities, number of books children had, parental reading to children, number of hours worked by parents outside the home, and parental allowance of children's choice of food and clothes. In conclusion, the study indicated that home items significantly increased correlations with developmental measures beyond that accounted for by parental education.

"A STUDY OF THE ATTITUDES OF EARLY ADOLESCENTS TOWARD STUDENT ACTIVITIES"

Stanley Henson, Arkansas Technological University

The purpose of this study was to determine the extent to which school related activities are important to early adolescents. The subjects of investigation included urban-rural, black-white, and male-female. Attitude toward student activities constituted the dependent variable, and rural-urban, black-white, and male female served as the independent variables. A 2 X 2 ANOVA was performed to measure the main effects and any significant differences between the groups and interactions among the groups. The subjects of this study consisted of 1,383 students from 10 through 15 years of age randomly selected from schools in Arkansas. The subjects were administered Thornberg's 100-Item Mid-Years Opinion Questionnaire with the student activities scale consisting of eight items measured on a Likert scale. Significant F ratios were found for the main effect ($F=5.28$; $p<.001$), for the male-female group ($F=28.62$; $p<.001$), for the urban-rural group ($F=37.24$; $p<.001$), and for the black-white group ($F=5.23$; $p<.02$). Black-white groups interacted significantly ($F=0.90$; $p<.44$) while no significant interaction was found in the remaining groups. This study tends to show that males and rural subjects have more interest than females and urban subjects in student activities. The study suggests that school administrators and supervisors may need to investigate the needs and perceptions of different cultural groups in order to adjust student activity programs.

"PARENTAL PERCEPTIONS OF A MAGNET SCHOOL"

Donald E. Wright, Deborah L. Smith, and William G. Chance, Arkansas State University

Three major school districts in Arkansas were mandated by the Federal District Court and the Eighth Circuit Court to implement a joint magnet school program in an attempt to ameliorate the social problems resulting from racial and ethnic imbalances. The evaluation of the magnet schools was concerned with the documentation of key variables established as essential to the success of a magnet school. The procedure selected was an attitudinal survey designed to assess opinions of parents directly related to the magnet school program. Utilizing the research literature, a survey instrument was developed and field-tested to collect data regarding the perceptions held by the parent group. School population data revealed there were 3,372 parents of magnet school students in grades K-12. Each member of the population was mailed an instrument and invited to respond. There were 1,676 (49.7%) questionnaires returned. Initial data analysis was descriptive in form with summary information computed on each demographic variable and questionnaire item. Cumulative summary information will be presented. The analysis of data revealed that parents of magnet school students generally supported the magnet school program. Some differences in magnitude of agreement existed when demographic variables of race, sex, parents' age, and parents' education were considered.

"USE OF THE STUDY GROUP METHODOLOGY TO INCREASE PRACTITIONER INVOLVEMENT IN R&D-BASED PROBLEM SOLVING"

J. Jackson Barnette, Memphis State University, and Jack Sanders, Sandra Orletsky, and Beth Sattes, Appalachia Educational Laboratory

In 1986, AEL initiated a strategy for involving educators in collaborative efforts to use R&D methods to solve educational problems. Working through professional associations of teachers, school administrators, and school board members, AEL facilitated the development and operation of study groups. Participants provided information to assess factors related to group success, the relative importance of study group topics, feasibility of using study groups with these topics, and desirability, benefits, and potential problems informing other types of study groups.

The most important conditions, relative to effective organization, were: members who were willing to work, a worthwhile topic, good communications among members, an effective facilitator, and members interested in the topic; relative to process: interested and committed members, knowing objectives, facilitation, leadership, and planning the process; and, relative to dissemination: having a useful/valuable product, a specific dissemination plan, funds to support dissemination, making presentations at workshops and conferences, and a timely product.

Issues considered as most important for study group attention were: funding for education, programs for at-risk youth, school effectiveness evaluation, support for beginning teachers, substance/drug abuse education, use of technology, and class size.

WEDNESDAY, NOVEMBER 8, 1989

12:00 p.m. - 12:50 p.m. HANDICAPPED (Discussion) . . . . . .Arkansas Tennis Hall of Fame

Presider: Dan Lindow, Northeast Louisiana University

Presenters: "THE WISC-R WAIS-R RELATIONSHIP FOR YOUNG ADULTS WITH LEARNING DISABILITIES"

John R. Slate, Arkansas State University, and Julia Frost and Belinda Cross, University of the Ozarks

Given the recent revision of the Wechsler Adult Intelligence Scale (WAIS-R), information about its comparability to the Wechsler Intelligence Scale for Children-Revised (WISC-R) is unknown. The purpose of this study was to investigate the relationship of WISC-R and WAIS-R scores for young adults with learning disabilities (LD).

Subjects were 38 students applying for enrollment at the University of the Ozarks. All subjects, diagnosed previously as LD, had WISC-R scores (M age=13 years, 4 months) in their psychological folders. Upon application, subjects were administered the WAIS-R (M age=18 years, 6 months).

No significant differences were found between Verbal, Performance, and Full Scale IQ scores ($t=1.22$, $p>.23$; $t=.25$, $p>.81$; $t=1.20$, $p>.24$, respectively). Subjects' mean WISC-R and WAIS-R Verbal, Performance, and Full Scale IQs were 101.9, 99.9; 104.1, 103.7; and 103.0, 101.1, respectively. Verbal, Performance, and Full Scale IQs were correlated highly, even with an average of five years between test administrations.

The findings provide evidence that WISC-R and WAIS-R scores are comparable for college students with learning disabilities. Given the lack of comparability for the mentally handicapped category, these findings are reassuring to assessment specialists who administer the WAIS-R to young adults with learning disabilities.

"PRELIMINARY FINDINGS CONCERNING PATTERNS OF DEVELOPMENTAL AND BEHAVIORAL CHANGE AMONG SUBGROUPS OF YOUNG HANDICAPPED CHILDREN"

Scott Snyder, The University of Alabama at Birmingham, and Carl Dunst, Western Carolina Center

Despite a 25-year history of early intervention programs, little is known concerning patterns of developmental and behavioral changes of different groups of handicapped children or the determinants of changes within these groups. Annual assessment results and client record information for 920 children (0 to 60 months) of various handicapping conditions served by an early intervention/family support program yielded data concerning a variety of independent and dependent variables.

Graphic, descriptive, and inferential analyses indicate complex developmental relationships within and across subgroups of children. Anticipated delays and muted developmental rates were found across subgroups of children diagnosed as mentally retarded with the Down Syndrome group most closely approximating assumed linear development. A 5 (tone) by 7 (diagnosis) ANCOVA (with age at entry and child age as covariates) with mental age as the dependent variable yielded differences in adjusted MA between diagnostic groups ($p<.001$) and tonicity ($p<.008$), complex interaction effects ($p<.026$) with normal tonicity typically being associated with high adjusted MA within diagnostic group. Furthermore, analyses based on a heterogeneous sample parallel findings with Down Syndrome infants of stage incongruence, nonlinear developmental progressions within sensorimotor domain, a lack of a unitary construct for sensorimotor intelligence, increases in developmental slopes associated with low Tau correlations between domain scale scores, and muted developmental slopes for vocal imitation. Implications of these and other findings will be presented.

"LANGUAGE SKILLS OF NORMAL AND LANGUAGE-IMPAIRED KINDERGARTEN AND FIRST-GRADE ENGLISH-SPANISH CHILDREN"

M. D. McKaig, Stephen F. Austin State University

This study examined the English and Spanish language skills of 30 normal and 10 language-impaired bilingual children. The language dominance of the subjects was determined, and their language proficiency was compared to their performance on tests of comprehension and production of English and Spanish grammar. In addition, the

relationships among measures of utterance length, syntactic development, and language comprehension and production for both English and Spanish were examined. The findings of the study indicated significant positive correlations between English proficiency scores and English test scores and significant negative correlations between English proficiency scores and Spanish test scores. Recommendations for future research stemming from this investigation are provided.

"RESEARCH ON SERVICE PATTERNS FOR EXCEPTIONAL CHILDREN IN THE RURAL SOUTHEAST"

John O. Schwenn, T. Gene Hamon, and James Reid Jones, Delta State University

The current report investigates consistency of diagnosis and service delivery among 152 school districts divided among five regions of a southeastern state. Diagnostic frequencies were obtained for the following categories: Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), Severely/Profoundly Retarded (S/PR), Learning Disabled (LD), and Language/Speech (L/S) Disabled.

The total number of exceptional children in each exclusive category was divided by the total number of all exceptional children served by the district, excluding gifted and talented. A highly significant chi-square demonstrated that these proportions were different from expected proportions across the five service regions. Only the proportions for EMR (ranging from 10% to 24%) and for LD (ranging from 33% to 54%) were noted to be markedly different. Various regression models were constructed using systematically reported demographic data to predict EMR and LD proportions. Socioeconomic and school district characteristics were the most valuable indicators of regression. Additionally, a significant negative relation was demonstrated between the frequency of diagnosis of EMR and LD children.

Since the services needed for EMR and LD children can differ widely, it is unfortunate that these diagnoses can be so profoundly affected by demographic and school district factors. Possible reasons and effects are discussed.

12:00 p.m. - 12:50 p.m. THE MASTER TEACHER: A DESCRIPTIVE PROFILE; PERCEIVED MOST IMPORTANT CHARACTERISTICS; RECOMMENDED LEADERSHIP ROLES; DUTIES AND FUNCTIONS (Symposium). . . . . .Arkansas River

Organizer: Carolyn Lavely, University of South Florida

Presenters:

"A DESCRIPTIVE PROFILE OF THE FLORIDA ASSOCIATE MASTER TEACHER"
Joseph Blackman, University of South Florida

"TEACHER-PERCEIVED MOST IMPORTANT CHARACTERISTICS OF MASTER TEACHERS"
Donna Bullock, University of South Florida

"TEACHER-RECOMMENDED LEADERSHIP ROLES FOR MASTER TEACHERS"
John Follman, University of South Florida

"LITERATURE-RECOMMENDED DUTIES AND FUNCTIONS FOR MASTER TEACHERS"
Betty Harrison, University of South Florida

"EDUCATIONAL SIGNIFICANCE"
Jeffrey Kromrey, University of South Florida

The purpose of this symposium is to present an overview of the Florida master (actually associate master) teacher. This symposium consists of four components of the master teacher: an empirically derived descriptive profile; teacher perceived most important characteristics; teacher recommended leadership roles; and literature determined recommended duties and functions.

The first component of the master teacher symposium is the descriptive profile of the Florida Associate Master Teacher (AMT). AMT status, endorsement, was achieved primarily by obtaining an upper quartile score on two main criteria, on the appropriate teacher subject matter knowledge mastery test, and also on a classroom teaching

observation instrument. In 1986 the characteristics of AMTs in the Florida Master Teacher Program were determined in a conventional objective survey research design. AMT awardees were compared with non-awardees through a mail questionnaire. Of the 1 903 respondents, an overall 43% response rate, 69% were AMTs and 33% non-AMTs. The areas of Elementary, English, Exceptional Child, Mathematics, and Science were sampled. The sample was representative of the total Florida teacher population on gender, ethnicity, and years of teaching experience. AMTs were more professional on a number of criteria including attainment of degrees, attendance at and participation in professional organizations, curriculum activities, and professional recognition and teaching awards, among other criteria.

The second component is teacher perception of the most important characteristics of master teachers. Perceptions of master teachers and perceptions of non-master teachers will be compared. In the 1986 mail survey AMTs and non-AMTs, in an open-end short-answer essay item, listed in rank order their perceptions of the five most important characteristics of master teachers. These data are now being analyzed statistically.

The third component is teacher recommended leadership roles for master teachers. Recommendations from teachers and from non-master teachers will be compared. In the 1986 mail survey AMTs and non-AMTs, in an open-end short answer essay item, recommended leadership roles for master teachers. These data are now being analyzed statistically.

The fourth component is the literature-review derived recommended duties and functions for master teachers. It has been recently advocated that lead teachers should be paid as much as $70,000 a year. If teachers are to be paid as much as $70,000 a year, what duties and functions should they perform? Presented from the literature will be the implicit characterization of the duties and functions of lead, top-rung, expert, and master teachers; a representative array of the job descriptions of these duties; and finally, our recommendations for lead teachers' duties and functions.

The special significance of this symposium is its uniquely integrated examination of the master teacher including teacher survey-determined descriptive profile of the master teacher, teacher essay-determined most important characteristics and recommended leadership roles of the master teacher, and finally literature derived recommended duties and functions for master teachers.

12:00 p.m. - 12:50 p.m. READING (Discussion) . . . . . Arkansas Valley

Presider: Mary Giroir, University of New Orleans

Presenters: "THE EFFECTS OF READING ON CHILDREN'S LEARNING WITHIN A WHOLE-LANGUAGE CLASSROOM"

Charlotte Strange, The University of Alabama at Birmingham

Effective whole-language teachers create powerful learning environments where students read and write for authentic purposes. This teacher/researcher conducted an ethnographic investigation in her classroom to describe what students learned from reading and how they applied their knowledge.

This classroom had 18 children, six to 14 years old, grades two through eight. Students spent approximately 120 minutes daily reading various self-selected materials and writing on self-selected topics. The teacher/researcher kept a journal of student conferences, notes on classroom discussions, and individual writings. Several ethnographies indicate that socio-cultural factors influence literacy and education. Parent questionnaires were used to investigate socio-cultural values and family reading habits.

It was observed that students primarily used their reading to write. Reading provided topic ideas, writing styles, and examples that students used while writing. These students viewed reading and writing as pleasurable activities. Thirteen students expressed that reading books was the best way to learn history. Parent responses showed that these families read for individual and family pleasure and to enhance knowledge.

This study gives insight into the affects of reading on children's learning within a whole-language classroom and provides elaboration for the application of such theory-based educational philosophies.

"COMPARATIVE EFFECTS OF A WHOLE-LANGUAGE AND A SKILLS-ORIENTED PROGRAM ON THE LITERACY DEVELOPMENT OF INNER-CITY PRIMARY STUDENTS"

Maryann Manning, Gary Manning, and Roberta Long, The University of Alabama at Birmingham

Literacy levels continue to be low for students in most inner-city schools. Research is needed to compare the effects of various instructional programs on the literacy development of this population.

This study compared the effects of two literacy programs: skills oriented and whole language. Fifty kindergarten students in an inner-city, low-income area school were randomly placed in two classrooms. For three years (K through grade two), one group was exposed to a skills-oriented program; the other group received whole-language instruction. Of the original 50 students, 11 remained in each group at the end of second grade.

At the completion of the second grade, comparisons between the two groups were made. The reading comprehension scores on the Stanford Achievement Test indicated a significant difference using a t-test procedure at less than the .001 level favoring the whole-language group. A significant difference ($p<.001$) favoring the whole-language group was also found in the comprehension grade level scores on an informal reading inventory using the Mann-Whitney rank sum procedures for ordinal level data.

The findings of this study support the use of whole language in inner-city, low-income schools. Further comparative studies using larger populations are recommended.

"LEARNING STYLES AND READING ATTITUDES AS PREDICTORS OF ACHIEVEMENT"

Kathy S. Neal, Clemson University, and Barbara B. Schaer, Auburn University

The purpose of the study was to determine the best predictor of achievement in a basic reading methodology course: attitudes toward reading or learning style. Two instruments, the Teale-Lewis Reading Attitude Scale and Kolb's Learning-Style Inventory, were administered to 54 undergraduates.

The Teale-Lewis Reading Attitude Scales were designed to measure three dimensions of reading attitude: individual development, utilitarian, and enjoyment factors. Kolb's Learning-Style Inventory, an assessment of learning strengths and weaknesses, consists of four subscales: concrete experience, abstract conceptualization, active experimentation, and reflective observation.

An analysis was performed with a stepwise multiple regression equation. A Multiple R between achievement and six predictor variables was computed to be .54. The single best predictor was the attitude subscale, utilitarian ($R=.37$, $F=8.30$, $df=1,51$, $p<.01$), accounting for 14% of the variance. The second best predictor was abstract conceptualization, a learning style stage ($R=.48$, $F=7.60$, $df=2,50$, $p<.01$).

The significance of the utilitarian factor with achievement supports the idea that students enrolled in courses from their major areas view the content in a practical manner, whereas, the significance between achievement and the abstract conceptualization stage reiterate that reading is an abstract process performed within the reader.

"THE READING INTERESTS, HABITS, AND ATTITUDES OF THIRD-, FOURTH-, AND FIFTH-GRADE STUDENTS: A CLASS ACTION PROJECT"

Joyce Nance, Louisville (MS) Elementary Schools; Linda Hope and Maureen Lange, Starkville (MS) Public Schools; Susan Owens, Amory (MS) Elementary Schools; Paula Rogers and Karen Shepherd, Carthage (MS) Junior High; and Carolyn Williams, Mississippi State University

The purpose of this study was to determine the reading interest, habits, and attitudes of third-, fourth- and fifth-grade students. The study also sought to determine if there were significant relationships between their interests, habits, and attitudes when the variables of teacher/parental influences, ethnic background, gender, and grade

levels were considered. Nineteen inservice teachers enrolled in a research-in-reading graduate course constructed a reading survey instrument and interviewed 190 students who were promoted to grades three, four and five during the summer of 1989.

Results indicated that the reading interest, habits, and attitudes of students in grades three, four, and five have been established and that there was a significant relationship between parent and teacher influence in the reading interest and habits of students interviewed in this study. No significant relationships were found when the variables of ethnic background, gender, and grade levels were considered. Significant relationships were also found between the selected variables of ethnic background, gender, and grade level.

1:00 p.m. - 1:50 p.m. TEACHER EDUCATION (Discussion) . . . . . LaHarpe

Presider: Edward L. Shaw, Jr., University of South Alabama

Presenters: "SENIOR COLLEGE VERSUS JUNIOR COLLEGE ATTENDANCE AS A FACTOR IN JUNIOR-LEVEL EDUCATION COURSES"

William F. Ferguson and C. Randy Cotton, University of Southern Mississippi

Full acceptance of transfer credit from community or junior colleges has often been questioned regarding the equivalence of the courses, the rigorousness of the courses, and the effect of such attendance on subsequent senior college academic work. The problem of this research was to examine the effects of attendance on four designated "core" classes required of all teacher education majors upon admission to teacher education at a state university.

Systematic sampling techniques were used to obtain an appropriate number of students who were to be potential subjects. Careful scrutiny of their official transcripts allowed assignment to junior college, senior college, and "other" classification groups, according to predetermined criteria. Course grades for the junior and senior college subjects were recorded for the four junior-level education "core" classes.

Analysis of the data through various multiple regression techniques failed to uncover statistically significant differences between the scores of junior college or senior college attendees on any of the four courses. Consequently, at least for teacher education majors in these four courses, junior college attendance is just as viable as senior college attendance.

"A LONGITUDINAL STUDY OF ELEMENTARY EDUCATION MAJORS USING PRE- AND POST-REFORM ACT DATA: THE THIRD YEAR"

James S. Turner and Aubrey W. Shelton, Mississippi State University

The purpose of education reform has been to improve the quality of education. This applies to the education of children as well as to the teachers who teach them. Opinions vary on how teacher education programs should be "reformed." Since a clear direction does not appear in the literature, we decided to study our own state's reform act and our college of education reform over time and generate our own research as to just what, in fact, reform has brought about.

Phase I of the study provided a demographic profile of our elementary majors. This was the base line data arranged pre/post Mississippi Education Reform Act (1982), pre/post College of Education reform (1984-88), and post-reform data (after 1988). Phase II, last year's continuation, examined predictive relationships between and among a variety of tests and subtests: ACT, COMP, NTE.

Phase III compared a variety of data from two years prior to 1984 (before actual changes) with data of those graduating after 1984 (partial legislated changes and partial college changes) and with those later students (post-1988-89, which had all the changes applied). The statistical treatment consisted of step-wise multiple regression.

"A COMPARISON OF NTE SCORES OF GRADUATING SENIORS AND ENTERING

EDUCATION MAJORS"

Ruth P. Eavenson, Betty A. Bergstrom, and Vicky Fleming, University of Chicago

In 1985, Louisiana began requiring that entering education majors meet minimum score requirements on two components (General Knowledge and Communication Skills) of the National Teacher's Exam rather than requiring that students take the two components as graduating seniors. The change means that most students are required to take the tests two years earlier, while minimum score requirements remain the same. This study addresses the question of whether the learning that occurs in the two additional years of schooling students would have received before the policy change contribute to their changes of meeting the score requirements. If so, the justifiability of the policy change would be challenged. The issue of whether or not major is a predictor of success is also addressed.

Data consists of NTE scores for two cohorts at a regional university in Louisiana during the first year of the change. One cohort took the tests as graduating seniors; the other cohort took them for admission into the program.

Analyses using two-way ANOVA and the Tukey MC method indicated that significant differences exist between the cohorts on the Communication Skills test and among secondary, elementary, and special education majors on the General Knowledge test.

"RELATIONSHIPS BETWEEN THE PPST AND ACT ADMISSIONS TESTS FOR TEACHER EDUCATION AND COLLEGE GPA AND NTE"

Richard K. Fletcher, Jr., Steven W. Gwilt, and Sandra J. Smith, Tennessee Technological University

The Pre-Professional Skills Test (PPST) has been given to all students as an entry requirement into teacher education programs at Tennessee Technological University since 1983. All students at the University are also required to take the American College Test (ACT). One of the questions in this study related to whether the same or similar information was already available from the ACT as was measured by the PPST. Further questions were examined regarding the relationship between the PPST and the ACT and the measures of academic success: college grade point averages (GPA) and scores on the National Teachers Examination (NTE).

Results from the analysis of 270 graduates revealed values of r between similar subtests of the PPST and ACT ranging from 0.58 to 0.71. The r-values between similar subtests of the PPST and NTE ranged from 0.51 to 0.71. Values for r obtained between the predictor variables and GPA ranged from 0.05 to 0.32. Values for multiple correlations were slightly higher than those for simple correlations.

1:00 p.m. - 1:50 p.m. TESTS (Discussion) . . . . . LaSalle

Presider: J. Linward Doak, Eastern Kentucky University

Presenters: "STALKING THE WILD DIFFERENTIAL ITEM FUNCTION"

David T. Morse and Jane Bruner Woodruff, Mississippi State University

Three basic methods exist for statistical determination of item bias: p-value differences across subgroups (e.g., delta plots; "Golden Rule" scheme), chi-square tests (including Mantel-Haenszel method), and item response theory comparisons (e.g., item characteristic curves across subgroups; within-groups model fit). Each has disadvantages; no two appear to yield the same results. This study concerns two questions: Which methods appear to correspond best with content committee judgments of possible bias, and Will item pools pruned to reduce incidence of item bias yield "better" tests in subsequent years?

Data for the first question are to be generated from random samples of 500, 1,000, 2,000, and 5,000 from a state-level, basic skills testing program. The committee judgments from 1986-1987 were obtained from testing program annual reports. For the second question, the 1989 versions of the tests in each content area and grade level were used to check the relative incidence of items flagged according to prior years' criteria

for each method and sample size.

The implications of this study for similar testing programs include insight as to: (a) the relative sensitivity and comparability of the methods, (b) their correspondence with reviewers' judgments, and (c) the cumulative effects of screening for item bias.

"A DESCRIPTIVE COMPARISON OF TEST ITEM STATISTICS FROM ITEMS UTILIZED IN AN ITEM PILOT, A FORM PILOT, AND LIVE ADMINISTRATIONS OF THE ALABAMA HIGH SCHOOL GRADUATION EXAMINATION: THE 1989 UPDATE"

D. Joyce Steele, The University of Alabama, Tuscaloosa

The problem or purpose of this study was to validate the test development procedure for the Alabama High School Graduation examination (AHSGE) by comparing the difficulty level and the discrimination index of common test items on the initial item pilot, on the test booklet form pilot, and on the 12 live administrations.

The summary of methods included a descriptive comparison of statistics for pilot data, two form pilots, and 12 live administrations of the AHSGE. The difficulty level and discrimination index were computed for the items on each pilot and live administration. This study describes the continuing trend for the total test and each competency.

The results of the study demonstrated the stability of the difficulty level and discrimination index of common items from pilot administrations to the live administrations. This validation of stability was essential because the test development procedure and the pass score were based on pilot data.

The conclusions of the study were that the difficulty level and discrimination index were consistent from pilot administration to the live administration of the AHSGE. As in earlier studies, the result of this study support the validation of the test development procedure used for the AHSGE.

"TEST EQUATING METHODS - A LITERATURE REVIEW"

Margaret L. Glowacki, The University of Alabama, Tuscaloosa

Open testing and test disclosure legislation have led to renewed interest in techniques for test equating. Test equating is the process for establishing a relationship between raw scores on two or more test forms to allow scores on one test form to be expressed in terms of scores on the other test form. Many large-scale testing programs require several different versions or forms of a test for reasons of security and fairness. The purpose of this paper was to conduct a literature review and provide an up-to-date discussion of several techniques available for test equating, including equipercentile equating, linear equating, item response theory equating, and pre-section equating. Several data collection designs are discussed, and the findings form several studies conducted to compare methods are presented. The review of the literature suggests a need for further study of test equating methods and their appropriateness for different types of tests and the examination of factors that may affect test equating methods.

"TO IRT OR NOT TO IRT: THAT IS THE QUESTION FOR STATE-LEVEL TESTING PROGRAMS"

David T. Morse, Mississippi State University

Item response models (IRT), especially the one-parameter (Rasch) model, are frequently adopted as the mechanism for scaling, equating, and reporting in large-scale testing programs. However, the models have several assumptions. For the Rasch model, these include unidimensionality, equally discriminating items, no appreciable guessing, and motivated examinees. IRT Models are frequently applied to existing testing programs, as opposed to the desired practice of planning and building the testing program using IRT as the glue. This study assesses the viability of Rasch assumptions for an existing state-level basic skills testing program.

Data are taken from 8% random samples from 1988 statewide results at four grade levels (three, five, eight, and eleven) for reading, mathematics, and written

communications subtests. Analyses indicate that: (a) the subtests are not unidimensional, by various definitions; (b) the equal discrimination assumption is frequently violated; and (c) low-scoring examinees flagged by cut scores are among those most likely to have misfitting response patterns, suggesting guessing does take place (though not appreciably in lower grades). The implications are important: post hoc application of Rasch to such programs can cause many items to be flagged as misfitting, threatening the content validity and stability of score scales over time.

1:00 p.m. - 1:50 p.m. IMPROVING THE CONTENT VALIDITY OF CLASSROOM TESTS: PRINCIPLES OF ITEM CONSTRUCTION FOR EDUCATORS
(Training) . . . . . .Arkansas Tennis Hall of Fame

Trainers: Lynda N. Lee and Kenneth T. Henson, Eastern Kentucky University

The purpose of this session is to present principles of constructing reliable and valid classroom test items. The five types of test items more commonly used by educators to be covered in this session are: (a) multiple-choice, (b) true-false, (c) completion, (d) matching, and (e) essay.

Each type of item possesses advantages and disadvantages that may limit or enhance the item's suitability for certain testing purposes. Hence, advantages and disadvantages of each type of item and when to use what type of item will be discussed. Guidelines for assembling the test once the items are written will also be addressed.

In order to illustrate how following the guidelines for item construction will increase the reliability and validity of classroom test items, activities will be conducted that will include examining poor examples of test items coupled with better examples of test items for each of the guidelines presented.

It is expected that, by following the guidelines presented in this session, participants will be able to construct more reliable and valid test items resulting in more content valid classroom tests. Audience participation will be encouraged.

1:00 p.m. - 1:50 p.m. ISSUES RELATED TO WOMEN AND LANGUAGE
(Symposium) . . . . . Arkansas River

Organizer: Meg Atkins Jones, Memphis State University

Presenters: "THE REAL PROBLEM WITH SEX-BIASED LANGUAGE"
Meg Atkins Jones, Memphis State University

"THE LANGUAGE OF ACHIEVEMENT"
Dianne Horgan, Memphis State University

"POWER AND POWERLESSNESS IN THE LANGUAGE OF SPOUSAL ABUSE"
Betty A. Winter, Memphis State University

The relationship between thought and language is explored as it relates to sex-bias in our society. Both the differences in the languages spoken by men and women and the differences in the way men and women are described by language are discussed. Scientific evidence of a causal relationship between thought and language is reviewed with recommendations for future research. The implications of the relationship between thought and language in the areas of achievement in women, the phenomenon of "fear of success," and in incidents of spousal abuse are considered.

"THE REAL PROBLEM WITH SEX-BIASED LANGUAGE"

Initially, an overview of the theoretical basis of the relationship between thought and language is provided in this paper. Sex biases existing in the vocabulary of the contemporary English language are described in the areas of naming, trivialization, and sexualization. Whorf's theory of relativism is seen in a new light as it is used as a vehicle for discussing whether language merely reflects the attitudes of society or whether language causes the attitudes of society. No definitive conclusion can be drawn from the literature about the relationship between societal attitudes and language; thus, a more global approach to the study of this issue is recommended.

"THE LANGUAGE OF ACHIEVEMENT"

This paper explores mechanisms by which language can shape thoughts. It is not objective experiences that affect behavior, but a person's description and interpretation of those experiences. These subjective "stories" become encoded as reality. People learn to characterize experiences based on the way people with whom they come in contact characterize their experiences. Thus, women, hearing other women trivialize their successes, will follow suit. Women may encode their success as luck, thus coloring future decisions, level of aspiration, motivation, and expectations of success. This devaluation process in women is brought to light through numerous examples illustrating "fear of success," self-blame, and trivialization.

"POWER AND POWERLESSNESS IN THE LANGUAGE OF SPOUSAL ABUSE"

This paper further demonstrates how language contributes to women's plight through the study of vocabulary and stories that women in abusive relationships have used and believed to make sense of their world. Language used by and about women has been shown to be one of the subtle societal forces that is frequently used to keep women in their place and submissive. For the woman in an abusive relationship, this resignation can mean submitting to hurtful, often times lethal, battering. The language of violence has replaced dialogue as a means of communication in her familial relationship. Due to the asymmetrical distribution of power, language has been a powerful and aggressive means for her partner, while ineffective and oppressive for her.

The audience will be asked to draw implications from and make associations to achievement statements. This will highlight the emotional aspects of language.

1:00 p.m. - 1:50 p.m. TEACHING MATHEMATICS/SCIENCE (Discussion). . . . Arkansas Valley

Presider: Betty Davidson, University of New Orleans

Presenters: "A STUDY OF THE CHARACTERISTICS OF MATHEMATICS TEACHERS WHO USE MICROCOMPUTERS FOR INSTRUCTION"

Gary R. Morrison and Poppy Pruett, Memphis State University

The purpose of this study was to determine the characteristics of mathematics teachers who use microcomputers for instruction and those who do not use microcomputers for instruction. Questionnaires were mailed to 200 seventh- through twelfth-grade mathematics teachers in the Memphis City Schools. Responses were received from 128 teachers. The questionnaire consisted of 63 items designed to collect demographic, environmental, and instructional characteristics of the teachers.

The typical computer-using teacher had at least a master's degree and six to 10 years of teaching experience who learned to use microcomputers in a college course. Non-users were more likely to have received their computer instruction at an inservice training. Although only half of the teachers reported using microcomputers for instruction, over 90% agreed that the microcomputer could improve learning. The typical environment for using microcomputers was a computer lab with one computer for every two students.

Three strategies were identified for improving the integration of microcomputers into the mathematics curriculum. First, specific software needs to be correlated to the curriculum. Second, there must be easy access to the computer lab on a regular basis. Third, teachers need to become familiar with the existing software.

"SUCCESSFUL MATHEMATICS TEACHING FOR MIDDLE SCHOOL GRADES: A REVIEW OF THE LITERATURE"

Brenda L. Wilson and Gypsy A. Clayton, The University of Alabama at Birmingham

An indication of successful teaching is the development of students who are mathematically literate and who are capable of engaging in the problem-solving process. The changing role of teachers, which is being demanded by a technological society, compounds the task. Delineation of specific competencies, as synthesized from current

research findings, will facilitate the development of the skills considered to be inherent in successful teaching for the middle school teacher. The presentation and discussion will focus around these four competencies: (1) knowledge of the characteristics of the middle school student, (2) knowledge of the content of mathematics to be taught and the guidelines for teaching this content as delineated by the National Council for Teachers of Mathematics, (3) knowledge of teacher behaviors and strategies associated with successful teaching, and (4) knowledge of strategies for diagnosis and remediation.

"THE RELATIONSHIP BETWEEN THE EXPERIENCE OF SCIENCE TEACHERS AND THE EXTENT OF INVOLVEMENT IN TEACHING ELEMENTARY SCIENCE"

Ava F. Pugh, Dan Lindow, Bob Cage, Ralph Karst, and Linda Rhoades, Northeast Louisiana University

According to many authorities, elementary science teachers are not required enough courses in basic science disciplines. At some universities, only 12 hours of science preparatory classes are deemed mandatory. The problem of this study was to ascertain the relationship between the experience of science teachers and the extent of involvement in teaching elementary science.

A survey containing 35 yes/no questions was administered to 201 subjects enrolled in a graduate science methods class for seven semesters. The subjects had an average age of 35 (35 young, 36 old) and an average of six years teaching experience. Using the Crombach Alpha Scale, the reliability was .78.

Using mean scores, results indicated that more teachers took biological sciences in both high school and college as compared to the physical sciences. Analysis by t-tests and chi-square indicated that less experienced teachers feel more comfortable in teaching biological sciences, $p<.05$. Older teachers tend to use more demonstrations, inquiry, and hands-on than younger teachers, $p<.05$. Conclusive implications supported the theory that older teachers are more involved in teaching science.

"THE USE OF STUDY GUIDES WITH HIGH SCHOOL STUDENTS"

Gary R. Morrison, Michelle Bradley, and Steven M. Ross, Memphis State University

This study compared the effects of different study strategies (a traditional study guide and a paraphrase worksheet) on achievement. Thirty-one students from two ninth-grade Biology I classes were provided with one of the two study strategies as part of their review for a chapter test. An objective posttest was used to assess learning gains. An attitude survey consisting of Likert-type items and open-ended questions was used to assess students' opinions and feelings. Fifteen students received a study guide for one chapter, and 16 students received the paraphrase worksheet for a different chapter. Findings reflected that the study guide produced directional advantages for intentional learning, while the paraphrase worksheet, as expected, sufficiently lowered incidental learning. Students preferred the study guide over the paraphrase worksheet and suggested that the paraphrase worksheet include more multiple choice and fill in the blank questions. The results of the study suggest that longer treatment periods are required for students to learn to effectively use new study strategies.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION

Presenter: "REVERSING THE TREND: THE LACK OF MINORITY TEACHERS". . . . . B. Finley Vincent

David Bell, Arkansas Technological University

Both the Holmes report (Tomorrow's Teachers) and the Carnegie report (A Nation Prepared: Teachers for the 21st Century) emphasize the central role of teachers and indicate an impending nationwide shortage of teachers during the coming decade. Scarcely has an educational issue caused as much concern as that relating to teacher supply and demand, especially as it relates to minority recruitment.

In Arkansas, we are mindful that there is a diminishing presence of minorities

in higher education and feel that steps should be taken immediately to reverse that trend. Implications for this loss of talent are dramatic. Arkansas could be faced with a virtual absence of black teachers, professors, and educational administrators within a decade. To that end the governor appointed a task force chaired by Charles Dunn, president of Henderson State University, to develop a statewide plan to address this issue. This poster session will present ideas that could be used by other states or adapted for use by a university or school district to reverse the trend of declining minority participation.

2:00 p.m. - 2:50 p.m. ADMINISTRATION (Discussion). . . . . LaHarpe

Presider: Sherrill Evans, Mississippi State University

Presenters: "BECOMING A PRINCIPAL: THE FIRST YEARS"

Frances C. Fowler and Cynthia M. Gettys, The University of Tennessee, Knoxville

Although school reformers have begun to call for greater emphasis on principal preparation, selection, and socialization, little research has been conducted on beginning principals. Such research can yield valuable information about making the transition to the principal's role and about needed changes in education administration programs for principals.

For this exploratory study, a qualitative research design was developed. Eight first- and second-year principals were interviewed and observed in their schools. Routine correspondence and weekly calendars were collected. The principals also completed questionnaires about their education administration training. Data were analyzed thematically and in relationship to such additional categories as time, space, roles, and personal interactions.

The principals expressed great concern about the heavy responsibility on their shoulders, the amount of time required to do their job, and conflicting political pressures. Data analysis also revealed that the principal's job involves almost continuous personal interaction as well as frequent interruptions. The subjects rated administrative internships higher than any other courses and recommended lengthy internships for all prospective principals. Additional research is needed in this area.

"PRINCIPAL SELECTION IN A TIME OF CHANGE"

Norma T. Mertz and Sonja R. McNeely, The University of Tennessee, Knoxville

A popular and persistent theme in education speaks to the failure of schools to serve the needs of students or society. A remedy is seen in redefining the role of principal to emphasize instructional leadership. If instructional leadership has become an ingredient in principal selection, one would expect to find newly-selected principals differing from those chosen earlier. This study sought to examine that expectation.

A career-questionnaire was sent to a random sample of Tennessee high school principals. Data from the 55 principals who had served five years or less (new) were compared with data from 89 principals who had served more than five years (old).

The results showed little or no difference between new and old principals in terms of teaching background, educational preparation, experience or career path. Females were more likely to be found among new principals, white males continued their dominance in principal selection, and new principals were even more likely to have been coaches than were old principals.

The results suggest that instructional leadership has not yet become a criterion for selection of high school principals in Tennessee. They raise questions about whether all of the talk about instructional leadership is just that, talk.

"A STUDY OF THE LEADERSHIP STYLES OF THE PRINCIPALS OF THE EXEMPLARY SECONDARY SCHOOLS IN THE UNITED STATES"

Alan D. Stevens, The University of Alabama at Birmingham

There is a need for more research to be done in order to gain a greater understanding of the role that the principal's leadership style plays in the operation of an effective school at the secondary level.

Employing Hersey and Blanchard's (1977) LEAD-Self instrument as the basic research tool, along with a demographic questionnaire, the research identified the prevalent leadership style, adaptability, and range of the 271 principals of the exemplary schools of 1987. The chi-square statistical analysis was used to determine if a relationship existed between the principals' leadership style, adaptability, and range, and the 13 demographic variables. Two hundred-six surveys were returned and used in the data analysis.

The study revealed a prevalent High Relationship, High Task style as determined by Hersey and Blanchard's (1977) Situational Leadership Theory. A high level of adaptability and wide leadership range were also revealed. The data revealed that the principals value teacher-initiated instructional behavior in their schools.

The research findings have implications regarding the training, selection, and development of principals.

"PRINCIPAL INSTRUCTIONAL LEADERSHIP AND CLASSROOM ENVIRONMENT"

William A. Spencer and Paula M. Short, Auburn University

Although principal instructional leadership has been associated with effective schools, exactly how does this leadership impact on the school. One possibility is that the principal's leadership influences how teachers organize and conduct their classrooms and that their students' perceptions of the classroom environment affect their performance. This study attempts to determine if teacher perceptions of the strength of principal instructional leadership relate to differences in student perceptions of classroom environmental variables suggested in the literature as characteristics of effective teaching/classrooms.

A total of 1,524 students in 16 schools were surveyed using the Classroom Environment Scale (CES), while their 96 teachers were surveyed with the Principal Instructional Management Scale (PIMS). A multiple regression analysis using eight of the CES subscale scores as predictors of the total PIMS scores established that five predictors were significant: Task Orientation, Teacher Support, Affiliation, Competition, and Involvement. Together they accounted for approximately 87% of the variance in teachers' ratings.

The results of the study provide support for the hypothesized relationship between student perceptions of the classroom environment and teacher perceptions of the quality of the principal's instructional leadership.

2:00 p.m. - 2:50 p.m. TRANSITION STUDIES OF BEGINNING TEACHERS: A PROGRESS REPORT (Symposium). . . . . LaSalle

Organizer: Harry L. Bowman, Memphis State University

Discussant: Nathan Essex, Memphis State University

Presenters:

"VARIATIONS IN TEACHER ROLE PERFORMANCES BY PROGRAM MODELS"
Terry L. James, E. Dean Butler, and Patricia L. Crocker, Memphis State University

"COGNITIVE AND ATTITUDINAL VARIATIONS IN THE TRANSITIONAL EXPERIENCES OF BEGINNING TEACHERS"
E. Dean Butler and Terry L. James, Memphis State University

"MENTOR-TEACHER INDUCTION SUPPORT FOR BEGINNING TEACHERS: AN ASSESSMENT OF THREE PROGRAM MODELS"
Marty J. Alberg and Mary J. McNelis, Memphis State University

"EARLY CLINICAL EXPERIENCES AND THEIR IMPACT ON TEACHER SOCIALIZATION"
Suzanne Bodie Huffman, E. Dean Butler and Judith S. Collier, Memphis State University

Various models have been proposed as means of providing field-based experiences for beginning teachers and for students being prepared as teachers. While the empirical literature on the outcomes of these models is expanding, comparative analysis of strengths and weaknesses of each remains weak, especially those designed as fifth-year or alternative licensure options. Recognizing the need for a research-based knowledge on alternative strategies appropriate for socializing beginners into the roles of teaching, a state-funded university research center initiated a series of studies that sought to empirically assess the differential impact of program designs on novice teacher socialization. Reported in this symposium will be a series of studies utilizing data obtained from several cohorts of fith-year interns, undergraduates preparing for careers in teaching, and teacher-mentors who had responsibilities for providing transition support in field and clinical settings.

"VARIATIONS IN TEACHER ROLE PERFORMANCES BY PROGRAM MODELS"

This report focuses on outcomes found in teacher role performances of subjects experiencing transition experiences in two fifth-year program models and undergraduate student teaching. Time and program factors are assessed with regard to impact on the subjects participating in a variety of teaching roles and responsibilities. An appraisal of the program models will be offered relative to the professional growth and development patterns observed and the opportunities each program provided for modeling, coaching, and supervised practice.

"COGNITIVE AND ATTITUDINAL VARIATIONS IN THE TRANSITIONAL EXPERIENCES OF BEGINNING TEACHERS"

This presentation will focus on cognitive changes and attitudes in graduate-level teaching interns and undergraduate student teachers being socialized into roles as beginning teachers. Cognitive changes observed were associated with time being a factor primarily for understanding instructional planning and strategies, classroom management, schools as social organizations, and the profession of teaching. Program factors were more influential in contributing to attitudes toward students, schools, and teaching.

"MENTOR-TEACHER INDUCTION SUPPORT FOR BEGINNING TEACHERS: AN ASSESSMENT OF THREE PROGRAM MODELS"

A study of mentor induction support of subjects being socialized as novice teachers through use of three program models will be summarized. Novice teachers' perceptions of mentor support, school context factors, and mentor success were found to reflect numerous variations attributed to program model features. Mentor support relating to instructional and non-instructional support, as well as professional and personal, were found to vary among the program models with variations also found by program model for numerous school-context features.

"EARLY CLINICAL EXPERIENCES AND THEIR IMPACT ON TEACHER SOCIALIZATION"

A study analyzing the influence of undergraduate practical field experiences on attitudes, cognitive changes, and involvement in the roles of teaching will be presented. The data were obtained from students enrolled in two clinical courses designed to assist students in relating theoretical knowledge to actual practice in K-12 settings. Results indicate that involvement in the roles of teaching are similar in both clinical experiences with cognitive changes observed reflecting similar patterns. Attitudinal outcomes were also found to be similar.

2:00 p.m. - 2:50 p.m. TEACHER EDUCATION (Discussion) . . .Arkansas Tennis Hall of Fame

Presider: James Reid Jones, Delta State University

Presenters: "BEGINNING TEACHERS: HOW WELL ARE THEY PREPARED?"

Kenneth Clawson, Eastern Kentucky University

How do students completing their teacher education programs feel about their

preparation? Responses on the National Survey of Students in Education Programs using a Likert scale were examined for a random sample of 256 students completing their student teaching. It included areas such as classroom management, instructional planning, teaching with computers, diagnosing the needs of the learner, and dealing effectively with students with learning disabilities. Students' beliefs and attitudes about understanding of individual and cultural differences and clarifying beliefs about teaching were also included.

Students responded positively to most areas of preparation; i.e., helping them understand and respond to student differences and working effectively with other teachers. However, a majority indicated their programs were less than adequate in teaching with computers and dealing effectively with students with learning disabilities.

These findings can help teacher educators identify areas of strength in their programs and, more importantly, areas of perceived weaknesses that should be addressed.

"REFLECTIVE INQUIRY IN PROFESSIONAL PRACTICE: THE ROLE OF THE SUPERVISING TEACHER AS MODEL AND GUIDE"

William D. Impey and Jane H. McHaney, Kennesaw State College

The development and application of a specialized knowledge base is emerging as a central element in the redesign of curriculum in teacher education programs and efforts to develop teaching as a profession. The goal of developing teachers as reflective practitioners is beginning to shape the teacher education curriculum and the roles and responsibilities of those engaged in the delivery of instruction and the supervision of preservice teachers in teacher education programs. The context and origin of that goal will be examined in a review of the research that has led to the development of a broader concept of teacher effectiveness and a better understanding of teacher development and organization of pedagogical knowledge itself. The knowledge, skills, and attitudes of those who provide the most direct and influential guidance for the development of reflective practice in those situations - supervising classroom teachers - is thus a critical factor in the effectiveness of field-based teacher education programs.

The content of the presentation will focus on (a) the design and implementation of instructional methods and materials to enhance supervising teachers' effectiveness in supporting student teachers' development of reflective inquiry skills and (b) the impact of supervising teachers' modeling of those skills through the application of a modified clinical supervision strategy.

"EXPERTISE IN TEACHING"

N. N. Crews, Peabody College of Vanderbilt University

The purpose of this review of literature was to investigate what is presently known concerning expertise in the field of teaching.

Basic findings, although limited at this time, reveal that expert teachers have a variety of common characteristics. These include: (1) a special kind of knowledge about classrooms that is different from that of novices and postulants, (2) ability to perceive the classroom as a multitude of simultaneous activities, (3) ability to classify problems at higher levels, (4) fast and accurate pattern recognition capabilities, (5) slow in the initial stages of problem solving, (6) sensitive to task demands and social structure, (7) opportunistic planners, (8) self-regulatory or metacognitive, (9) ability to anticipate problematic classroom situations while planning, (10) ability to analyze students' work effectively, (11) ability to establish classroom routines and condition students to these routines, and (12) belief in their ability to manage a classroom.

Implications are that more studies need to be conducted that focus on how, where, and under what conditions expertise in teaching is or can be developed. In addition, more studies are needed that focus on both preservice and inservice education programs that assist and enable teachers to grow professionally toward becoming expert teachers.

"DOES TEACHER EFFICACY BEGIN WITH TEACHER EDUCATION?: IMPLICATIONS FROM STUDENT TEACHER CANDIDATES"

Oneida L. Martin, Tennessee Technological University

Recent teacher efficacy studies show a link between efficacy and teaching. Pioneered by Bandura (1977), the theory constructs may explain teaching differences. If efficacy is a primary axle for teacher effectiveness, does it begin during teacher preparational stages?

This study conducted four interval studies with some student teacher candidates to examine possible developmental and transitional stages of efficacy. Data were collected from 57 student teacher candidates at the beginning of and prior to student teaching. Eighty percent responded during student teaching and 76% during the teaching year. Four instruments were tested and employed to assess educational beliefs and preparation attainments, Student Teacher and Teacher Efficacy Scales. A factor analysis with varimax rotation eliminated some items and factors that were not in the analyses.

Some data results showed high beliefs and satisfaction with preparation attainments, but with some low Pearson correlations (.20-.57). Student teaching scores tended to be higher than first-year teaching scores ($t=3.41$, $p<.01$) with moderate correlations ($r=.57, .62$).

Perhaps a sense of efficacy cannot be felt until there are classroom responsibilities when classroom events tend to be complex for beginning teachers. The question is whether or not teacher education programs can help develop a high sense of teacher efficacy?

2:00 p.m. - 2:50 p.m. NON-METHODOLOGY DOCTORAL STUDENTS DISCUSS SELECTED ADVANCED MEASUREMENT AND ANALYSIS MODELS (Symposium). . . .Arkansas River

Organizer: Larry G. Daniel, University of Southern Mississippi

Critic: James E. McLean, The University of Alabama, Tuscaloosa

Presenters:

"NON-METHODOLOGY DOCTORAL STUDENTS DISCUSS SELECTED ADVANCED MEASUREMENT AND ANALYSIS MODELS"
Larry G. Daniel, University of Southern Mississippi

"IS LATENT TRAIT THEORY REALLY WORTH THE EFFORT?"
Steve Lawson, University of New Orleans

"WHY GENERALIZABILITY THEORY YIELDS BETTER RESULTS THAN CLASSICAL TEST THEORY"
Sandra Eason, University of New Orleans

"COMPARISONS OF EXPLORATORY AND CONFIRMATORY FACTOR ANALYSIS"
Larry G. Daniel, University of Southern Mississippi

The purpose of this symposium is to discuss, in "listener-friendly" ways, the advantages and the limits of three advance measurement and analysis models: (a) latent trait measurement theory, (b) generalizability measurement theory, and (c) exploratory and confirmatory factor analysis methods. Each paper will employ a small data set to illustrate different applications, and software to implement these analyses will be discussed. A critic will comment on the paper at the end of the session.

"IS LATENT TRAIT THEORY REALLY WORTH THE EFFORT?"

During the 1960's and 70's, a whole new class of measurement theory, called latent trait theory, was elaborated. The most widely known of these models is the one-parameter or the Rasch model. When the theory was first developed, ardent supporters argued that the Rasch model was vastly superior to classical measurement theory. It was argued that Rasch statistics could estimate the abilities of people in ways that were completely independent of the items the people were given. This theoretically had the advantage of allowing different people to take different tests and, yet, still being able to directly compare test results across tests. It was also argued that Rasch estimates of item difficulties were completely independent of who provided the data from which the item calibrations were derived. This theoretically had the advantage of providing confidence that item scaling would generalize very well across different subject groups.

This paper argues that Rasch statistics are, in fact, little different from their classical measurement theory counterparts. This is demonstrated by using several small data sets to calculate product-moment correlations between estimates derived from both measurement approaches. The comparison suggests that the more sophisticated model may not always be all that helpful or necessary.

"WHY GENERALIZABILITY THEORY YIELDS BETTER RESULTS THAN CLASSICAL TEST THEORY"

Most researchers are familiar with conventional reliability estimates such as split-half and test-retest coefficients. However, Cronbach and his colleagues have developed a new and very powerful measurement theory, called generalizability theory. A small data set is used to illustrate how generalizability theory subsumes all other reliability estimates as special cases and to show that the failure to use generalizability theory can lead to very seriously erroneous estimates of test reliability.

"COMPARISONS OF EXPLORATORY AND CONFIRMATORY FACTOR ANALYSIS"

Factor analysis has traditionally played an important role both in theory development, as with Guilford's Structure of Intellect model, and in test validation. Historically, most researchers conducting factor analysis have employed what have come to be called exploratory methods.

However, more recently factor analytic methods have been developed that can directly test theory either during factor rotation, using "best fit" rotation methods, or during factor extraction methods, as with the LISREL computer programs developed by Joreskog and his colleagues.

This paper uses a small data set to compare results from three analytic approaches: (a) exploratory factor extraction and rotation, (b) exploratory extraction followed by confirmatory rotation, and (c) confirmatory factor extraction. The benefits and limits of each approach are then summarized.

2:00 p.m. - 2:50 p.m. ABILITIES (Discussion) . . . . . Arkansas Valley

Presider: Ross Palmer, The University of Alabama, Tuscaloosa

Presenters: "TEACHERS' ESTIMATES OF STUDENTS' ACHIEVEMENT AND STUDENTS' ACTUAL ACHIEVEMENT"

John A. Merica and John Follman, University of South Florida

The purpose of this paper is to report a review of the research literature of the veridicality of teachers' estimates of their pupils' academic achievement and their pupils' actual academic achievement. Standardized academic achievement test scores are operationally defined as the criterion of academic achievement.

In 1989, a paper investigating this same question was presented at the American Educational Research Association meeting. This paper was based on only 10 studies. Further, in that paper, teacher judgment was characterized as psychometric validity not just veridicality of judgment.

The independent variable is teachers' estimates of their individual pupils' academic achievement. The dependent variables are the individual pupils' actual scores as indicated by standardized achievement tests.

The method was to identify, obtain, and interpret the relevant researches directly or indirectly investigating the relationship between teachers' estimates of their pupils' academic achievement and the pupils' actual academic achievement.

Median correlations were the statistics used to determine the relationship between teachers' judgments of pupils' achievement and pupils' actual achievement.

Preliminary results, from some 60+ empirical analyses, indicate a range of correlations of ca. .10 to ca. .70, with a median of ca. .40, between teachers' estimates of their pupils' achievement and the pupils' scores on standardized achievement tests.

"RELATIONSHIP BETWEEN ABILITY GROUPING AND ACADEMIC ACHIEVEMENT MOTIVATION"

Kevin R. Hughes and Roger S. Pankratz, Western Kentucky University

Despite the fact that the result of most research on ability grouping has demonstrated its ineffectiveness, ability grouping is still a common practice in American high schools. Ability grouping is based, in part, on the assumption that low-ability students should be "protected" from negative peer comparisons.

The purpose of this study was to investigate the relationship between ability group membership and scores on a modified version of the Children's Academic Motivation Inventory (CAMI). It was hypothesized that despite homogeneous grouping, students from high-ability groups would obtain significantly higher CAMI scores than students in low-ability groups. A modified version of the CAMI was administered to 675 high school students.

The results of this study indicated that the CAMI scores of the Honors group were significantly higher than the CAMI scores of all other groups, and the CAMI scores of the Above Average group were significantly higher than those of the Average and Below Average groups.

This study provides no support for the "protection" assumption. Despite the effort to "protect" low-ability students from negative peer comparisons, CAMI scores differ with respect to group membership.

"UNDERGRADUATES' PERCEPTIONS OF PROBLEM-SOLVING ABILITY AS PREDICTORS OF SPATIAL VISUALIZATION SKILL"

Linda W. Morse, Mississippi State University

The purpose of this research was to relate students' perceptions of their problem-solving ability and their use of various problem-solving strategies to seven spatial visualization problems. Additionally, variables such as gender, race, major, types of courses taken, and grade point average were considered. Several research questions were raised: Would these problem-solving strategies yield factors that could predict performance on the spatial tasks? Would these factors predict performance on the spatial tasks more accurately than the demographic information?

Data included responses of 200 undergraduates to a 10-item questionnaire about their perceptions of their problem-solving skill and their use of various strategies. Factor analysis revealed three factors: factor one, strategies; factor two, a math approach; factor three, details. Seven spatial visualization tasks were used: embedded figures, concept identification, perspective taking, and dimensionality. Results of stepwise multiple regressions indicated that at least one of these factors was significantly related for all but one of the spatial tasks. For four of the tasks, factor two was among the significant predictors. However, major and race were among significant predictors for all tasks except concept identification. These findings have implications for the teaching of learning strategies and further understanding of spatial skill.

"THE PREDICTION OF GRE AND GMAT SCORES FROM ACTC SCORES AND UNDERGRADUATE GRADE POINT AVERAGES"

Charles W. Davidson, University of Southern Mississippi

Decisions concerning admission of persons to graduate school is a perennial problem for universities. Frequently, the security of the admissions tests, the screening of those permitted to take the tests, or the conditions under which the tests are administered are not as strict as the admitting admissions officers would like.

In an effort to develop a method for validating scores on the Graduate Record Examinations (GRE) and the Graduate Management Admission Test (GMAT), data of 2,072 former students at a state university were used to determine relationships among scores on the GRE, the GMAT, and the ACT and undergraduate grade point averages (GPA). The correlation between ACT composite scores and scores on the GRE (verbal plus quantitative) was .824 ($p<.001$). When GPA was entered into the system, multiple R was .827. The correlation between ACT scores and GMAT scores was .705 ($p<.0001$). GPA did not make a significant

contribution to the GMAT prediction system. From this information it appears that ACT composite scores obtained from high school transcripts, and some college transcripts, can be used to validate GRE and GMAT scores, or perhaps be used in lieu of these measures.

3:00 p.m. - 3:50 p.m. EMPLOYMENT/JOB SATISFACTION (Discussion) . . . . . LaHarpe

Presider: Arnold J. Moore, Mississippi State University

Presenters: "JOB SATISFACTION IN AN URBAN SCHOOL DISTRICT: IMPLICATIONS FOR EMPLOYEE RETENTION"

James A. Tadlock and Henriette Allen, Jackson (MS) Public Schools

The Jackson (MS) Public Schools surveyed attitudes of all its employees to determine job satisfaction levels. The primary purpose of the study was to determine if factors exist that militate against job satisfaction and, ultimately, employee retention. The practical purpose of the study was to determine if areas existed where changes could be made and thereby make the work place more rewarding and satisfying.

The Minnesota Satisfaction Questionnaire was completed by all district employees. The number and percentage of responses to each of the 20 work descriptors (questionnaire items) were tabulated for the total group and for subgroups by work area (classified/certified), division (elementary/secondary), gender, race, years of work experience, and certificate level (teachers only). Weighted averages were calculated for each work descriptor within subgroups, and a composite average for all items was determined for each subgroup.

Data analysis indicates a similar satisfaction level among the various subgroups with highest satisfaction in the areas of social service and personal ability. The lowest levels of satisfaction involve compensation, district policies, and opportunities for advancement. The study did identify some areas in which policy and practice changes may reduce employee dissatisfaction.

"CAREER DISSATISFACTION AMONG ALABAMA TEACHERS: A FOLLOW-UP"

Anne G. Tishler and Bill Ernest, University of Montevallo

Problems with teacher supply and demand are exacerbated by teacher attribution, a problem that has been studied in a number of southern states. Although a considerable talent drain is sustained each year by attrition among first-year teachers, perhaps a costlier loss is that of experienced teachers who leave in the prime of their professional lives. The purpose of this study was to replicate earlier studies of Alabama, Tennessee, and Texas teachers using a current sample of Alabama teachers. Career plans and various elements of job satisfaction/dissatisfaction were investigated.

Questionnaires, developed for use in the initial study of Texas teachers, were mailed to a computer-generated random sample of 400 Alabama teachers; 196 responses (49%) were received. Frequencies and percentages of item responses were computed. Group comparisons were made on demographic characteristics using the chi-square statistic.

Results indicated probable attribution of 36.6% of respondents. The data showed that group to be generally mature, experienced, and highly educated (71% of them have at least a master's degree). Inadequate pay, stress, and lack of public support were among the most cited reasons for leaving. Gender-related issues were identified in the data. This study indicated an escalation of staffing problems already evident in Alabama education.

"MOONLIGHTING: A STUDY OF EXTRA-CONTRACTUAL INCOME OF ARKANSAS' PUBLIC SCHOOL TEACHERS"

David Bell and Patricia B. Roach, Arkansas Technological University

Teaching in America's schools is for many a part-time job; teachers are forced to hold second jobs in order to survive. The purpose of this study was to identify the extent of involvement and the types of extra-contractual activities that are currently

being practiced by Arkansas' public school teachers.

A 33-item instrument was developed that consisted of questions relating to demographics, moonlighting activities, and perceptions of teachers toward those activities. School districts from 23 counties returned 1,546 usable instruments.

The average teacher responding to the survey was a married female less than 40 years old, earning a yearly salary of less than $18,000. Of those working, 81% reported an outside annual income of less than $5,000. They were involved in a variety of activities, very few of which were actually tied to the primary vocation of the teacher. The amount of time at the second job ranged from four hours per week to more than 40 additional hours per week. This research suggests that measures must be taken to redress the growing number of teachers forced to seek additional jobs.

"MOONLIGHTING TEACHERS: AN ISSUE OF EMPOWERMENT"

Eleanor Blair Hilty, Kennesaw State College

The high incidence of moonlighting activities by teachers is well-documented. The most recent National Education Association report, Status of the American Teacher 1985-86, indicates that nearly half (49%) of all teachers report sources of income beyond their basic teaching salaries.

This paper presents the findings from recent research examining the moonlighting activities of Georgia teachers. Questionnaires were mailed to 2,567 teachers. Among the returned questionnaires, 389 respondents (48%) were identified as moonlighters and 426 respondents (52%) were identified as non-moonlighters. Data from the returned questionnaires provide descriptive information about the degree to which Georgia teachers moonlight and the range of jobs worked.

In-depth interviews with 12 teachers provide information about the meaning of their moonlighting experiences. These interviews were coded, and a phenomenological approach was used in the analysis.

The interviews provide important information about the degree to which moonlighting is related to the isolation and powerlessness felt by teachers. In summary, if how we think about things ultimately influences reality, then a better understanding of moonlighting is critically important. The findings of this study contribute to the ongoing discussion of issues pertaining to the teaching profession and the impact of educational reform in the workplace.

3:00 p.m. - 3:50 p.m. COLLEGE PERSONNEL AND THE COLLABORATION PROCESS (Symposium). . . . . LaSalle

Organizer: Joe Hundley, University of Central Arkansas

Presenters:

"THE REWARDS OF EDUCATIONAL COLLABORATION"
Dick B. Clough, University of Central Arkansas

"TEACHER-MADE TEST CONSTRUCTION"
Darrell L. Bentry, University of Central Arkansas

"HELPING THE SUPERINTENDENT MAKE DECISIONS CONCERNING THE USE OF THE CENTER AND THE UNIVERSITY"
Harold E. Griffin, University of Central Arkansas

"ORGANIZATION AND DEVELOPMENT OF THE CENTER FOR ACADEMIC EXCELLENCE"
Joe Hundley, University of Central Arkansas

"RESEARCH IN THE PUBLIC SCHOOLS"
Robert L. Kennedy, University of Central Arkansas

"EFFECTIVE INSTRUCTIONAL IMPROVEMENT"
Jesse L. Rancifer, University of Central Arkansas

"THE CENTER FOR ACADEMIC EXCELLENCE AS AN ACADEMIC SUPPORT UNIT"
Selvin W. Royal, University of Central Arkansas

WEDNESDAY, NOVEMBER 8, 1989

The Center for Academic Excellence was established to help improve education in Arkansas by providing services through cooperating and sharing university resources with public schools. Center staff, with written requests from district superintendents, work with schools to address locally identified needs. The needs are diverse, ranging from training in critical thinking skills to staff development to evaluation to computerized registration to art programs.

The Center has served over 80 school districts in five years, reaching over one-fourth of the state's districts and every region of the state, geographically. University, public school, educational cooperative, Department of Education, and other personnel have been involved in Center activities. The presentation will include reports about these activities, as well as those of faculty relating to school districts with which they have worked through the Center. The following summaries refer to these activities.

"THE REWARDS OF EDUCATIONAL COLLABORATION"

This paper will focus on the benefits of participation in cooperative educational efforts in a public school facility. The process of collaboration, as it relates to productive college-public school endeavors, will be emphasized.

"TEACHER-MADE TEST CONSTRUCTION"

The content of this paper will be the selection of prope. instructional objectives and the use of a table of specifications in constructing both criterion-referenced and norm-referenced tests that measure the selected objectives.

"HELPING THE SUPERINTENDENT MAKE DECISIONS CONCERNING THE USE OF THE CENTER AND THE UNIVERSITY"

This paper will relate, from the perspective of a former school superintendent, what can be done to assist superintendents in making decisions relative to their needs.

"ORGANIZATION AND DEVELOPMENT OF THE CENTER FOR ACADEMIC EXCELLENCE"

This paper will explain the Center's beginnings and its activities since then, and give implications for the development of similar centers.

"RESEARCH IN THE PUBLIC SCHOOLS"

This paper will discuss collaborative research efforts between the Center and the public schools. How the studies were initiated and carried out will be included in the discussion.

"EFFECTIVE INSTRUCTIONAL IMPROVEMENT"

This paper notes that the university faculty can effect instructional improvement strategies in elementary and secondary schools. However, these instructional improvement strategies must take place in the classroom. That is, instructional improvements depend on what the teachers do for students in their classrooms. Thus, the university faculty is prepared to provide strategies in planning for instruction, verbal interaction, grouping and physical patterns, motivation, discipline and classroom management, and staff development.

"THE CENTER FOR ACADEMIC EXCELLENCE AS AN ACADEMIC SUPPORT UNIT"

This paper reviews the ways in which the Center functions as a support unit for one academic unit, the Department of Educational Media/Library Science, within the College of Education. Departmental faculty development, collaborative endeavors with practitioners with the public schools, research efforts, and the means by which the Center directly assists practicing school library media specialists will be identified.

WEDNESDAY, NOVEMBER 8, 1989

3:00 p.m. - 3:50 p.m. EVALUATION (Discussion). . . . . .Arkansas Tennis Hall of Fame

Presider: Melvin Eugene Franks, Mississippi Band of Choctaw Indians

Presenters: "ACTUAL VS. EXPECTED ACHIEVEMENT OF STUDENT SUBGROUPS IN A SCHOOL DISTRICT WHICH HAS IMPLEMENTED THE EFFECTIVE SCHOOL MODEL"

Barbara J. Hogan, Jackson (MS) Public Schools

The purpose of this study was to determine if the actual achievement of students with certain subgroup characteristics was significantly different from what was expected within grades six and eight in a large, urban school district that has just implemented its first component based on the Effective School Model, staff development.

All students enrolled in the district in 1984-85 and who had matching data in 1986-87 on the California Achievement Test were used in the study. There were 1,591 fourth-grade students and 1,557 sixth-grade students, grouped according to subgroup characteristics. A regression was used to obtain predicted scores and a dependent t-test to compare the actual and predicted means.

Prominent findings included: (1) overall achievement of students in grade six in the areas of reading as well as math and language was at a significantly higher rate than expected for lower socioeconomic minority students; (2) grade six upper socioeconomic level students had achievement that was significantly less than expected in the areas of reading and math; and (3) in grade eight, overall reading and math achievement was significantly lower than expected.

Implications of these findings for the Effective School Model were discussed.

"EVALUATING A COUNTY SCHOOL DISTRICT'S DROPOUT PREVENTION PROGRAM"

Judy L. Giesen and Kathleen A. Bolland, The University of Alabama, Tuscaloosa

This paper will discuss results from an evaluation of a dropout prevention program designed to decrease the dropout rate in a county school system. An overview of the program and of the evaluation will be presented with an emphasis on methodological issues. The instruments used for evaluation will be discussed. These included a student attitude survey that served as an index for dropout proneness; parent, student, and teacher questionnaires regarding program processes and results; and absence records. A summary of the results of the data analyses will be given. A critique of the program and the evaluation will be presented with a focus on troubleshooting issues from a methodological standpoint. Recommendations will be provided for research designs and methodological considerations for future studies.

"A STUDY OF A LARGE SOUTHERN CITY-COUNTY SCHOOL DISTRICT"

Milly Cowles, The University of Alabama at Birmingham

An on-site, full-time, year-long study was conducted in a 36,500 student population urban-rural, city-county school district. Functions evaluated were curriculum, administrative services, student personnel services, school and school-system climate, formal measures of achievement, vocational education, and evaluation processes.

Data gathering techniques included reviews of written materials, responses from questionnaires and inventories, town meetings, personal interviews, visits to each classroom in 50 schools, observations, and scores from standardized tests.

Data were analyzed and summarized, and recommendations were given for school system and school-by-school renewal, and for further studies.

"EVALUATION OF THE SUMMER TRIAL ADMISSION PROGRAM AT THE UNIVERSITY OF ALABAMA FOR THE YEARS 1980-1984"

David J. Heggem, Jr. and Kevin R. Hughes, Western Kentucky

University

In 1974, The University of Alabama (UA) began the Summer Trial Admission Program (STAP) to provide an opportunity for marginally qualified applicants to enter UA. The rationale for the STAP is that many applicants, whose credentials fall just below the minimum criteria, can perform successfully at UA if provided counseling, study skills assistance, and faculty advising. The effectiveness of the STAP has been demonstrated for the years 1975-1979. However, no evaluation of the STAP has been conducted for the years since 1979.

The purpose of this study was to evaluate the STAP during the years 1980-1984. During the summer semester prior to admission to UA, STAP participants enrolled in 11 semester hours, two of which were met by enrollment in a special course, Academic Potential Seminar. From 1980-1984, 374 STAP participants earned at least a 2.00 (on a 4.00 scale) GPA and were admitted to UA as regular students.

Seventy-nine (21.1%) of the STAP participants (1980-1984) completed a four-year degree program in five years or less. The collegiate grade point average for those participants who graduated was 2.44.

Given the fact that 79 STAP participants graduated, alternative admission programs such as the STAP are implicated for marginal admission students.

3:00 p.m. - 3:50 p.m. A CONSIDERATION OF IDENTIFYING CHILD ABUSE AND ITS EDUCATIONAL AND EMOTIONAL IMPACT (Symposium) . . . . . .Arkansas River

Organizer: John L. Burns, Arkansas State University

Presenters: "THE CLASSROOM TEACHERS' ROLE IN IDENTIFYING CHILD ABUSE"
Jerri Stutts, Manila (AR) Public Schools

"SEXUAL ASSAULT AS A CORRELATE OF EATING DISORDERS IN WOMEN"
Carol Beasley, Piggott (AR) Public Schools

"LONG-TERM EMOTIONAL/PERSONALITY EFFECTS OF CHILD ABUSE"
John L. Burns, Arkansas State University

This symposium will focus on a range of information on child abuse that has relevance for consideration by school teachers, helping professionals, and others who are concerned about child well-being. Both short-term effects and identifying characteristics, as well as long-term psychological effects, will be discussed. Discussion and relevant questions for the audience will be accepted.

"THE CLASSROOM TEACHERS' ROLE IN IDENTIFYING CHILD ABUSE"

The first presentation will share results of a comprehensive review of educational literature addressing the classroom teachers' role in identifying warning signs of child abuse. Increased teacher involvement hinges on their becoming informed of such warning signs, and this part is informational in focus.

Arkansas Acts (e.g., 42-807 to 42-818) mandate ". . . to report suspected child abuse, sexual abuse, neglect or exploitation . . . ." H.B. 954 proposes the creation of the Arkansas Child Sexual Abuse Commission to create and disseminate abuse education material for professional educators in Arkansas.

Literature acknowledges that abused children often express their psychological trauma in hostile or other socially unacceptable ways. Indicators of abuse may include physical and behavioral signs as well as indirect comments made by the child. Although teachers may be aware that child abuse exists, few are informed of, perhaps subtle, identifying characteristics.

"SEXUAL ASSAULT AS A CORRELATE OF EATING DISORDERS IN WOMEN"

The second presentation will consider the relationship between sexual abuse and eating disorders. One common factor recognized in the pathogenesis of eating disorders is sexual conflict. Likewise, sexual conflict is evident in the sequelae of adverse

experiences involving sexual abuse victimization.

Nine recent studies pairing the presence of an eating disorder in women with their self-reporting of sexual abuse are overviewed. In addition to sexual conflicts, evidence of guilt, shame, poor body image, strong issues of control, and low self-esteem are found in both. Although these and other strong correlations are evident, a basis for causal relationship has not been established. Sexual abuse should be viewed as one of many psychological, biological, and social factors in the etiology of eating disorders. Even in the absence of proof of causal relationship, possibilities for the use of these common factors for improving therapeutic intervention abound.

"LONG-TERM EMOTIONAL/PERSONALITY EFFECTS OF CHILD ABUSE"

The third presentation will focus on research findings on long-term emotional/personality effects of child abuse. First, determinants of both effective and ineffective parenting will be addressed. The range of potentially abusive parenting behavior includes sexual, other physical, and verbal behavior. Such abusive behavior may be one-time or sporadic, such as a child's trauma in viewing a single episode or few episodes of incestuous behavior; the abusive behavior may be of a continuing nature as in instances of the child's being the target of repetitive instances of any physical or psychological abuse. Various indices of emotional development, such as adjustment, aptitude, self-concept, and characteristic coping behavior and their relationship to psychological and physical (including sexual) abuse will be discussed.

3:00 p.m. - 3:50 p.m. GENDER (Discussion). . . . . Arkansas Valley

Presider: Jim Flaitz, University of Southwestern Louisiana

Presenters: "CHILDHOOD ANTECEDENTS OF ACHIEVEMENT IN PROFESSIONAL WOMEN"

Patricia Boyne Coats and Steve Overman, Jackson State University

Studies of women's achievement are of particular importance at this time as more women enter into and advance in the professions. The authors reviewed research in current child development and findings from studies of achieving women and identified factors that have not been explored relative to early socialization experiences of professional women. These were preferred play materials and preferred play activities during childhood. The authors postulated that this could be a major influence on female career choice and achievement in professions not typically entered into by women. Therefore, this study investigates preferred play materials, structured and free play activities, and leisure time activities endorsed by parents of women presently in traditional and non-traditional professions.

A questionnaire was developed and administered to 107 professional women identified as either traditional or non-traditional by the extent of the frequency of women in their chosen profession. The Statistical Abstract of the United States was used to determine the percentage of women in a particular profession. Data were subjected to chi-square and other appropriate statistical treatments to identify relationships among independent and dependent variables.

"SECONDARY-SCHOOL ATTITUDES TOWARD WOMEN SCALE"

Laura O. Murphy, The University of Tennessee, Memphis, and Steven M. Ross, Memphis State University

During this second decade of the women's movement, opinion about various gender roles, responsibilities, and behaviors is not only of interest, but also of importance. The purpose of this study was to assess subjects' attitudes on a 15-item short form (Spence et. al., 1973) of the original 55-item Attitudes Toward Women Scale (Spence & Helmreich, 1972). On this modified instrument, Secondary-School Attitudes Toward Women (SAWS), all 15 of the short-form items were retained, but the wording was revised to be more appropriate for junior high and high school students. The SAWS is scored in the same manner as the Spence, et al. (1973) short form. Possible scores range from 0 to 45 with high scores representing equalitarian attitudes.

A total of 304 adolescents from a suburban and a rural community participated in

the study. Internal consistency of the SAWS was found to be .79, using Cronbach's Alpha formula (n=304). Test-retest reliability was .83. As expected, females expressed significantly (p=.05) more positive attitudes to women (M=32.92) than males (M=25.03). Means in general were higher than anticipated based on the Spence et al. (1973) sample. The implications of these findings will be discussed.

"A SURVEY OF GENDER BIASES OF PRE-COLLEGE STUDENTS TOWARD ENGINEERING"

Barbara B. Schaer, Judy Aull, Cherri Pancake, Christine Curtis, and Gloria Wiens, Auburn University

The objective of this study was to investigate gender stereotyped biases of pre-college students in order to facilitate development of a model program to increase the number of qualified women and minority students in engineering undergraduate and graduate programs. Targets of the model program are to encourage those students to enroll in undergraduate engineering programs, to remain in engineering, and to aspire to a graduate degree in engineering; and to work with students throughout their undergraduate studies, providing mentoring and counseling services to overcome attitudes reported in this survey as barriers to study in engineering programs.

A questionnaire wsa developed by a team of five women in the engineering professions designed to survey attitudes toward 15 gender biases reported in the literature, and eight commonly stated career goals. Approximately 800 pre-college students interested in the engineering profession were sampled. An initial analysis of responses by 288 males and 65 females resulted in relatively stable factor loadings following logical patterns. A t-test of total barrier scores by gender resulted in a significant difference between means with females having higher perceptions of barriers than males. Goals did not differ significantly by gender. Further analyses will address ethnic origin and specific stepdown analyses by barriers.

"THE EFFECTS OF RACE AND SEX ON THE ACADEMIC PERFORMANCE OF FIRST-TIME UNIVERSITY FRESHMEN"

L. Quinn Head and J. Charles Walker, Jacksonville State University, and Jimmy D. Lindsey, Southern University

Since it is important for educational institutions to identify groups that are high risk academically in order to deal effectively with student attribution by establishing unique programs oriented toward their special needs, it is necessary to make such determinations by conducting databased research. Thus, the purpose of this study was to determine the effects of race (i.e., whites, blacks, and other ethnic groups) and sex on the scholastic performance of university freshmen.

A stratified random sampling consisting of a total of 100 subjects was obtained from 1,439 freshmen at a state university. Then a 3 X 2 factorial design was selected to analyze the data in which Grade Point Average (GPA) was the dependent variable. The Tukey HSD procedure was used as a follow-up step.

Results indicated that race and sex did not interact to affect GPA, $p>.05$. Even though significant differences for GPA means among males and females were not obtained, $p>.05$, the ANOVA procedure indicated statistically significant differences between races, $p<.05$.

Implications of this study suggest that it should be repeated in which larger samples of non-white and non-black ethnic groups are obtainable and that GPA adjustments might possibly be made to improve its reliability.

4:00 p.m. - 4:50 p.m. PSYCHOLOGY (Discussion). . . . . LaHarpe

Presider: Russell West, East Tennessee State University

Presenters:

"EVALUATION OF AN ELEMENTARY DRUG PREVENTION CURRICULUM"

Joan M. Butler, Starkville (MS) Public Schools, and Ronald D. Adams, Western Kentucky University

There are numerous drug prevention curricula on the market today. A well-reasoned selection process is necessary to make educationally sound and effective decisions about purchasing and implementing prevention curriculum.

The purpose of the study was to evaluate the Discover Curriculum, an elementary drug prevention program, from three perspectives. Data were collected from student tests, teacher questionnaires, and parent questionnaires. Subjects involved were 620 students enrolled in kindergarten through fourth grade during 1988-89. Six classrooms at each grade level were randomly selected to receive lessons from the curriculum. Parents and teachers of the identified groups were involved in responding to questionnaires.

Student tests, parent questionnaires, and teacher questionnaires were developed to evaluate the curriculum. Student test score means were analyzed using repeated measures ANOVA. Teacher and parent questionnaires were compiled and reported descriptively.

Findings indicated that the curriculum had a positive impact on students, teachers, and parents. Students improved their knowledge level while parents observed a substantially increased awareness level in their children. Meanwhile, teachers reported favorable evaluations of the curriculum.

Results obtained from the present study provide insight for the selection of a drug prevention curriculum and procedures for measuring the effectiveness of such a program.

"DEVELOPMENT OF AN ADOLESCENT DRUG ABUSE PREDICTIVE SCALE"

Joseph B. Williams and Patti L. Harrison, The University of Alabama, Tuscaloosa, and Kevin R. Hughes, Western Kentucky University

The frequency of drug usage by adolescents in America has attained alarming proportions and has become a major problem among teenagers. Adolescent drug usage appears to be influenced by certain environmental and psychological factors that may be asesssed on an individual basis. Assessment of these factors may help identify and isolate adolescents at risk for drug abuse.

The purpose of this study was to develop a scale to predict adolescent drug abuse. The scale was administered to 50 known drug abusers and 50 non-abusers.

Results of the study indicate that the scale is moderately internally consistent. Coefficient alpha for the total scale was .76. Additionally, mean scale scores of known abusers were statistically significantly different than those of non-abusers.

These results suggest that further development of the scale is warranted. Future research will include standardization and validation of the scale.

"THE QUICK SCREENING INVENTORY (QSI) FOR SERIOUS EMOTIONAL DISTURBANCE"

Harolyn H. Reeves, DeSoto County (MS) Schools, and David B. Center, Georgia State University

This paper discusses the need for screening programs to identify seriously emotionally disturbed students and the development and trial of a screening instrument for identifying probable cases from among possible cases. The Quick Screening Inventory is a brief, easy-to-use instrument that is directly related to the definition of serious emotional disturbance in P.L. 94-142. The QSI was demonstrated to have adequate reliability. In a screening trial conducted in a small school system without SED services, it identified 1.6% of the system's student population as being probable cases of SED. A check of those students identified with the QSI was done using the Behavior Problem Checklist (Revised), and 96% of the identified cases were confirmed as probable SED cases. Other results are also discussed along with limitations of the study.

"THE MEASUREMENT OF ADOLESCENT PATIENT STATUS VARIABLES IN A PRIVATE PSYCHIATRIC HOSPITAL"

Martha D. Collins, Louisiana State University, and Benjamin L. Brooks, Consulting Services

Admittance of adolescents to psychiatric hospitals has become more commonplace within the past few years; however, there have been few studies reporting the characteristics of adolescents who require this measure. The few that have been reported confirms the necessity of this study by stating there is a paucity of studies regarding the specific characteristics of disturbed adolescents who require hospitalization.

After personnel reviewed the medical charts of over 400 male and female adolescents admitted to a private psychiatric hospital over a 30-month period, they formulated more than 32 general hypotheses. The data were analyzed using general statistical procedures as well as correlation and analysis of variance techniques.

A cursory review indicates that significant results should be obtained in several areas: (a) most of those hospitalized come from regular education, and over 87% return to the regular classroom; (b) they yield contractory data, especially in relation to those individuals diagnosed as emotionally disturbed in the public schools; and (c) academic achievement in areas that have been reported in the journals concerning "public school" emotionally disturbed does not hold true for those "hospitalized."

There are several significant aspects to this study when it is reported that, for adolescents who are hospitalized for psychiatric treatment, there is little or no research data available. This is one of the first studies to relate to patient status variables and DSM-III-R.

4:00 p.m. - 4:50 p.m. ADMINISTRATION (Discussion). . . . . LaSalle

Presider: Judith A. Boser, The University of Tennessee, Knoxville

Presenters: "FACULTY USAGE OF HIGHER EDUCATION JOURNALS: A SURVEY"

Harold A. Smith, Virginia Commonwealth University, and Kai S. Koong, Mississippi State University

This study identifies journals used by faculty for acquiring and disseminating information about higher education leadership. Citation analysis and perceived quality measurement have been used in previous studies to identify journal publishing hierarchies in the perceptions of respondents. This study differs from most previous works in method and focus. Though a list of journals is included, participants may add to the list, reducing possible biases. However, this study is not expected to refute or make obsolete earlier research, but augment and extend earlier findings.

Few universities have explicit qualitative or quantitative publication criteria for promotion or tenure decisions. Identification of a body of commonly agreed upon journals is crucial to provide some direction for faculty and administrators involved in tenure and/or promotion processes. Identification of the journals most used may be crucial in the efficient allocation of increasingly costly library resources.

Sequential random sampling included 500 subjects based on a population proportion of .50, desired interval estimate of .10, confidence interval of .95, and .20 response rate. An earlier study of faculty in management information systems received 139 responses (27.80%), and, based on the desired interval estimate and confidence level selected, the sample size was considered sufficient for performing analyses.

"THE EFFECTS OF MENTORING ON CAREER ADVANCEMENT AS VIEWED BY TOP-LEVEL ADMINISTRATORS AND THEIR MENTORS"

Jan M. Henderson, The University of Tennessee, Knoxville

Does "Everyone who makes it have a mentor" (Collins & Scott, 1978)? A review of literature reveals little to confirm or deny the importance of mentoring for career advancement.

To examine the effects of mentoring on career advancement, 15 top-level administrators were interviewed regarding their perceptions about any mentoring they received as they advanced in their careers. Eighteen persons named as mentors by the

top-level administrators were also interviewed concerning their perceptions of the relationship and the resulting effect on career advancement. Data were analyzed to determine similarities and differences between top-level administrators' and mentors' perceptions of the relationship and resulting effect on career advancement.

Most administrators perceived they were mentored and that the mentoring was helpful, but not critical, to their success. Persons named as mentors had diverse perceptions about the mentoring relationship and its effect on the administrators' careers. Some persons named as mentors did not view themselves as being involved in a mentoring relationship at all.

This study reveals an untapped body of knowledge about mentoring and serves as the basis for future research. Clearly, everyone who makes it does not have a mentor. For those having a mentor, it may not be critical to success.

"A GROUP-CENTERED LEADERSHIP MODEL FOR ACADEMIC DEPARTMENTS"

D. Shelby Brightwell and Anita P. George, Mississippi State University

A faculty participatory model is proposed for large departments in academia. The organizational model proposed by Brightwell (1982) formalizes interaction among faculty members representing different programs and concentrations within a single department. The proposed matrix, with modifications, has the potential for achieving organizational developmental goals with professors concerning program modifications, teaching styles, test construction theory, learning theory, and general information exchange among faculty levels (instructor-professor).

This organizational model focuses on program and subject matter content within departments and provides for faculty clusters or forums representing programs and curriculums/concentrations. The matrix represents an application of participatory management and "flat" organization theory.

The underlying thesis of this faculty-centered model is that faculty should be involved in all decisions that are curricular or program based. Many large departments in universities do not provide formalized structures for information exchange, discussion of controversial issues, and individual growth and self-development.

"NEW KID ON THE BLOCK: PROBLEMS FACING FIRST-YEAR DEANS"

W. Hal Knight, East Tennessee State University, and Joe Olson, Northeast State Technical Community College

Considerable attention has been given to the problems of the academic department head in the higher education administration literature, but scant attention has been focused on the position of dean. This study explored the problems facing Deans who were in their first year of a new position.

Names of 139 people recently named dean were identified from the Gazette section of the Chronicle of Higher Education. A survey was developed and sent to each of these people. Individuals were asked to rank the top 10 of 20 possible problems facing deans that were identified in the literature. Ratings were taken of initial problems, current problems and expected problems (i.e., one year from now).

Preliminary analyses indicated that the five most important problems for beginning deans are (in order) institutional/college procedures, budget, personnel, adjustment to new setting, and departmental discontent. After approximately one year, the most important problems are (in order) budget, student recruitment, physical facilities, curricular change, and institutional procedures. Deans expect the most important problems in the future to be budget, curricular change, student recruitment, institutional/college mission, and personnel. Further analyses by gender, age, and experience will be presented. Recommendations will be made for the professional development of new deans.

4:00 p.m. - 4:50 p.m. TESTS (Discussion) . . . . . .Arkansas Tennis Hall of Fame

Presider: Dwight Hare, Northeast Louisiana University

Presenters:

"MEASUREMENT CHARACTERISTICS OF THE FINDING EMBEDDED FIGURES TEST WITH MIDDLE SCHOOL STUDENTS"

Janet G. Melancon, Loyola University of the South, and Bruce Thompson, University of New Orleans

The Finding Embedded Figures Test (FEFT) is a measure of the cognitive style, field independence. This cognitive style has been shown to be related to an impressive array of academic and social effects. The FEFT provides an alternative multiple choice measure of this important cognitive style.

The present study investigated the measurement characteristics of the FEFT when the measure was administered to middle school students. The subjects were 1,529 students enrolled in grades six through eight. Roughly half of the subjects (n=791) completed FEFT Part A while 738 subjects (48.3%) completed FEFT Part B. Sixty of the 1,529 subjects completed both parts of the FEFT.

The test was analyzed using classical test theory. Both item difficulty and discrimination coefficients were computed, and total test internal consistency was evaluated. Results suggest that the FEFT is a sound psychometric measure.

"THREE SHORT-FORM VERSIONS OF THE WISC-R FOR RURAL STUDENTS IN GRADES 1-4, 5-8, AND 9-10"

Larry C. Sexton and Mickey M. Lee, Eastern Kentucky University

The purpose of this study was to determine the tetrad of subtests that best predicted WISC-R Full-Scale IQ for 1,589 rural students referred for special education evaluation in grades 1-4, 5-8, and 9-10. The WISC-R was administered to students from three rural county school systems in eastern Kentucky.

Stepwise multiple regression analysis was used to ascertain which of the 10 WISC-R subtest scores would constitute the best tetrad for estimating Full-Scale IQ in each group. Only those subtests that were significant at the .01 level or less were retained.

The results indicate that the Picture Arrangement, Information, Block Design, and Comprehension subtests accounted for 90% of the variance associated with the Full-Scale IQ for grades 1-4. The subtests Vocabulary, Object Assembly, Picture Arrangement, and coding accounted for 88% of the variance associated with the Full-Scale IQ for grades 5-8. The subtests Vocabulary, Picture Arrangement, Object Assembly, and Picture Completion accounted for 91% of the variance associated with Full-Scale IQ for grades 9-10.

These results indicate that three short form versions of the WISC-R have been identified for use with rural students in grades 1-4, 5-8, and 9-10. These forms have been shown to be potentially useful as screening instruments.

"TESTING MINORITY STUDENTS ON THE K-ABC"

Louise White, Dallas County (AL) School System, and Judith A. Burry, The University of Alabama, Tuscaloosa

Efforts to obtain valid, reliable, useful information on minority students has been problematic in schools for decades. Cultural test bias exists, and it is only fair that the effects of standardized tests on minority children be critically examined. The Kaufman Assessment Battery for Children (K-ABC) was constructed with addressing the needs and controversy of cultural bias (Kaufman & Kaufman, 1983).

This paper addresses an empirical study done on 40 black students between the ages of 6-12.5 who were administered the K-ABC. Eight subscales were administered: three simultaneous (triangles, photo series, gestalt closure), three sequential (hand movements, number recall, work order), and two achievement (riddles and faces & places). The reliability coefficients for this minority administration ranged from .78 to .92, which is consistent with the normed data reliability coefficients. The p-value on each scale was similar to the normed data for the first half of the test and markedly different for the remainder of the subtest. This pattern was similar for all of the subtests. Items rank ordered differently for most of the subtests.

The K-ABC has proven in this study to be a reliable measure of cognitive ability for a black subpopulation, and it appears to have more potential than most cognitive ability tests for adequately assessing minority children. However, studies of this nature are imperative for confirming the absence of cultural bias and ensuring the validity of the test use.

"FACTOR ANALYSIS OF THE KAUFMAN ASSESSMENT BATTERY FOR CHILDREN--SPANISH (K-ABC-S) FOR AGES 3 THROUGH 12 1/2 YEARS"

Soo-Back Moon, Hyosung Women's University, and Alan S. Kaufman and Toshinori Ishikuma, The University of Alabama, Tuscaloosa

The K-ABC-S has been developed to assess the intelligence and achievement of preschool and school-age Hispanic children. This study examined the validity of the Sequential Processing, Simultaneous Processing, and Achievement scales of the K-ABC-S using the technique of principal factor analysis. The K-ABC-S is an adaptation of the K-ABC for Hispanic children, not just a simple translation. The subjects comprised the 1,000 chiildren in the K-ABC-S standardization sample, ranging in age from three to 12 1/2 years. Factor analysis of the 10 Mental Processing subtests for five age groups produced two significant factors for each group: Sequential and Simultaneous. Joint analyses of the Mental Processing and Achievement subtests yielded three factors corresponding to the three scales for ages five and above. As was true for the American K-ABC, only two factors emerged for preschool children. However, for school-age children Gestalt Closure loaded mainly on the Achievement factor, as was the case for black children and for Korean children in previous investigations. For ages seven to 10, the Achievement subtests also loaded significantly on the Sequential Processing factor. In general, the factor analyses provided support for the construct validity of the K-ABC-S. Cultural implications are discussed.

4:00 p.m. - 4:50 p.m. EVALUATING THE IMPLEMENTATION OF AN EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL (Symposium) . . . . . .Arkansas River

Organizer: Kathleen A. Bolland, The University of Alabama, Tuscaloosa

Presenters:

"THE NEED FOR IMPLEMENTATION AND EVALUATION OF AN EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL"
Sandra Crews, Illinois State Board of Education

"DESIGNING AND IMPLEMENTING AN EVALUATION OF AN EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL"
Kathleen A. Bolland, James E. McLean, and Lawrence J. Johnson, The University of Alabama, Tuscaloosa

"THE EFFECTIVENESS OF AN EARLY CHILD INTERAGENCY TRANSITION MODEL: CONCLUSIONS AND RECOMMENDATIONS"
Lawrence J. Johnson, The University of Alabama, Tuscaloosa

"USING THE RESULTS OF AN EVALUATION OF AN EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL"
Sandra Crews, Illinois State Board of Education, and Pam Knecht, TENCO/SIRSEA

Developmentally delayed and at-risk children move from birth-to-three settings into three-to-six school environments and from three-to-six preschool settings into special education, kindergarten, or first-grade programs. These transitions involve change and adjustment for the child, the family, and the caregivers. Following a transition needs assessment, a State Board of Education implemented an early childhood interagency transition model in six pilot sites. We evaluated the effectiveness of the model in those sites. This symposium discusses the need for implementation and evaluation of the model, the evaluation design, evaluation results, and uses of the results and recommendations.

The Early Childhood Interagency Transition Model includes six components: transfer of records, transition timing, program awareness, decision making, parent involvement, and postplacement communication. Expected outcomes include: (a) full participation in the transition process by parents and sending and receiving agency staffs; (b) a well-defined transition process; (c) understanding by all concerned of major

transition events, who will be involved, who is responsible for each activity, how the transition will be carried out, and the timing of events; and (d) continuity inservices for children.

The evaluation focuses on: (a) characteristics of the children, (b) overall effect on children, (c) effectiveness of each component, (d) relative effectiveness of the Model and components across sites, and (e) factors and conditions that facilitate and hinder project success. Evaluation questions regarding process, satisfaction, and impact will be addressed through on-site and telephone interviews, mailed questionnaires, and document review. Sources of information include pilot and comparison administrators, staff, and parents.

We have administered survey questionnaires and conducted on-site interviews and observations. We will analyze documents, and conduct telephone interviews with administrators, staff, and parents we would like to interview on-site but who are unavailable during a tour visit. We will conduct follow-up telephone interviews as necessary to clarify information we receive and to address any issues that arise as we analyze results.

We will construct univariate and multivariate frequency tables of quantitative data. We will content analyze interviews using the method of constant comparative analysis to arrange information into meaningful categories. We will aggregate information across sites and analyze information by site to provide descriptions of overall implementation of the Model as well as descriptions of implementation in each site.

We will provide preliminary results as they are available to the State Board and to site staff. This will allow stakeholders to clarify perceived misinterpretations and inaccuracies and to plan changes in transition processes if they seem warranted. The evaluation report will have been completed and submitted to the State Board by early November 1989. We will discuss staff plans for using the results and recommendations.

This Model has been used in several states; many agencies that are not following this Model are implementing transition processes. The audience can learn from the information we present and can contribute to the usefulness of this evaluation study by providing examples of implementation and evaluation of similar and different transition processes.

4:00 p.m. - 4:50 p.m. TEACHER EVALUATION (Discussion). . . . . Arkansas Valley

Presider: Roslin Williams Dixon, University of Southwestern Louisiana

Presenters: "THE RELATIONSHIP BETWEEN LOCUS OF CONTROL AND EFFICACY"

Deborah L. Smith, Arkansas State University

Numerous studies have found that lack of control over the work situation, in addition to unrealistic performance standards, creates conditions for stress and burnout in teachers (Kyriacou & Sutcliffe, 1979; Deci et al., 1982). McIntrye (1984) found that teachers' ability to cope with stress appeared to be influenced by a personality variable, locus of control.

Allied with locus of control orientation are teachers' beliefs regarding the effectiveness of the educational process. The present study investigated the relationship between two personality variables, locus of control, and teacher efficacy beliefs in preservice teachers.

Thirty-four undergraduate students enrolled in education courses were subjects in this study. Two measures were administered: (1) a measure of locus of control orientation; and (2) a measure of teacher efficacy. The instruments were administered and completed during one class period. Results indicated that the more external the individual was, the less likely that the individual was to believe in his/her ability to facilitate students' growth and learning. Preservice teachers with a predominantly external locus of control orientation also believed teaching efforts were severely restricted by external factors such as family environment, parental background, and beliefs about the nature of intelligence.

"INFLUENCE OF METHODS INSTRUCTION ON PRESERVICE ELEMENTARY AND SECONDARY SCIENCE TEACHERS' BELIEFS"

Edward L. Shaw, Jr., University of South Alabama, and Linda L. Jones, University of Florida

Researchers and practitioners have begun to acknowledge the important influence that teacher beliefs have on every aspect of the teaching/learning process (Cronin, 1986). Clark and Peterson (1986) have documented the strong link between teacher beliefs and teacher actions, but the majority of research conducted in this area has focused almost exclusively on veteran teachers. While the data generated from these studies indicate that the beliefs of veteran teachers are typically well-grounded and extremely resistant to change (Munly, 1982), it appears that the beliefs of preservice teachers might be quite amenable to change as a result of instruction and/or experience.

The results of this study indicate that the belief structures of elementary teachers are more simplistic than those of secondary teachers. Thus, it appears that elementary methods courses need to focus more directly on expanding and organizing the belief structures of preservice elementary students. Additionally, the results of the study indicate that there is no such thing as "typical" preservice teacher belief structure. As such, there can be no such thing as a "generic" or "typical" methods course. The existing belief structures of students should be determined before methods instruction begins and instruction should be tailored accordingly.

"KNOWLEDGE OF CONTINENTS AND OCEANS: A COMPARISON OF SELECTED ELEMENTARY AND SECONDARY PRESERVICE TEACHERS"

Patricia B. Roach and David Bell, Arkansas Technological University

This study was designed to determine the basic knowledge of continents and oceans of preservice teachers. The subjects of the study consisted of 154 preservice teachers; 104 elementary and 50 secondary. The instrument used was a black and white flat oval projection map with national boundaries as the only geographic feature. The students were expected to recognize and recall the seven continents and four oceans.

No continent or ocean was identified by all students in the sample. The continent of South America was correctly identified by more students than the continent of North America. Almost 80% of all students responding correctly identified North America and South America. In this study, the scores of elementary and secondary preservice teachers concerning knowledge of continents were almost identical. The only area in which there was a statistically significant difference in the knowledge level of the two groups was the knowledge of oceans in which the secondary group consistently outperformed the elementary group. The skill deficiencies identified in this study reinforce previous studies of preservice teachers.

"PRESERVICE TEACHERS' PERCEPTION OF SCHOOL CLIMATE BEFORE AND AFTER COMPLETION OF A SECONDARY FIELD-BASED PRACTICUM"

Carolyn Williams, Mississippi State University

The purpose of this study was to investigate the differences in preservice teachers' perceptions of school climate before and after completion of a field-based practicum experience. The study also sought to determine if there were significant relationships between preservice teachers' perceptions of school climate and their grade point averages in general and professional core courses, and their General Knowledge and Communication Skills scores on the National Teachers Examination.

Fifty preservice secondary education majors enrolled in a secondary education practicum course were the subjects used in this study. Scores on the School Climate Survey were used to measure perceptions of school climate.

The results of this study revealed significant differences between secondary preservice teachers' perceptions of school climate before and after completion of a field-based practicum experience. There were significant relationships between the preservice teachers' perceptions of School Climate and their performance in general and professional core courses, as well as their General Knowledge and Communications Skills scores on the National Teachers Examination.

5:30 p.m. - 6:00 p.m. PRESIDENT'S ADDRESS. . . . . .Salons B and C

WEDNESDAY, NOVEMBER 8, 1989

Presider: John R. Petry, Memphis State University

Speaker: Carl R. Martray, Western Kentucky University

6:00 p.m. - 7:15 p.m. PRESIDENT'S RECEPTION. . . . . .Salons B and C

THURSDAY, NOVEMBER 9, 1989

8:00 a.m. - 4:00 p.m. Registration . . . . . .Salons B and C

8:00 a.m. - 8:50 a.m. RESEARCH METHODOLOGY (Discussion). . . . . LaHarpe

Presider: Wayne Swezig, Eastern Kentucky University

Presenters: "PLANNED COMPARISONS AS BETTER ALTERNATIVES TO ANOVA"

Roberta Benton, Louisiana State University Medical Center

Analysis of variance methods and their analogues are among the methods most frequently used in behavioral research. Traditionally, researchers employing these methods test all possible main and interaction effects and then apply post hoc tests to investigate significant omnibus results.

However, researchers have increasingly recognized several problems with such analytic approaches. These methods can fail to detect truly significant effects. Using a small data set, it is demonstrated that planned comparisons have more power against Type II error than do traditional approaches. Several types of planned comparisons are discussed, and ways of implementing these methods using SPSS-X are demonstrated.

Finally, it is noted that factorial analyses are not always to the researcher's advantage. Again, small data sets are used to illustrate when factorial analyses may help the researcher and when such analyses may actually lessen the chances of detecting statistically significant effects.

"STABILITY OF Q-FACTORS ACROSS TWO DATA COLLECTION METHODS"

Larry G. Daniel, University of Southern Mississippi

Q-technique factor analytic methods are useful in identifying clusters of persons that represent distinctive orientations toward psychological constructs. The purpose of the present study was to determine how two different data collection techniques would affect the Q-factors derived from several factor analytic procedures. Faculty members from seven middle schools responded to 61 items taken from an instrument designed to measure aspects of an idealized middle school culture. In three of the schools, the data were collected using conventional Q-sort procedures. In the remaining four schools, data were collected using an unmarked graphic scale.

Separate principal components Q-technique factor analyses were utilized with the data collected in each school, and results were rotated to the varimax criterion. For each of the seven Q-technique analyses, factor stability was assessed by consulting the magnitude of the eigenvalue of the first factor extracted, the mean eigenvalue of all extracted factors, the average squared communality value, and the mean factor structure coefficient. Results indicate that the data collected via the unmarked graphic scale produced more stable and reliable Q-factors than those data collected via traditional Q-sort procedures.

"RESEARCH METHODS, STATISTICAL PROCEDURES, AND PSYCHOMETRIC INTEGRITY OF INSTRUMENTS USED IN DOCTOR OF EDUCATION DISSERTATIONS AT THE UNIVERSITY OF ALABAMA, 1984-1988"

Michele G. Jarrell, Victoria A. Johnson, and Brad Chisson, The University of Alabama, Tuscaloosa, and Kevin R. Hughes, Western Kentucky University

No recent studies have investigated the procedures used in Doctor of Education (EdD) dissertations at the University of Alabama (UA). The purpose of this study was to provide such an investigation.

Seventy-five EdD dissertations were randomly selected from a population of 209. A revised version of a previously developed checklist was used in the study. Interrater reliability was checked at the beginning of data collection to resolve potential problems.

Results of the study indicated that quantitative procedures were used in 88% of the dissertations and qualitative procedures were used in 12% of the dissertations. Less sophisticated statistical procedures (e.g., t-tests, chi-square, one way ANOVA) were used much more frequently (72%) than multivariate procedures (28%). Validity information was reported much more frequently (80%) than reliability information (49%) for instruments used. Pilot studies of researcher-developed instruments were reported in 65% of the dissertations.

In sum, weaknesses were noted in the procedures used in EdD dissertations at UA. Some effort should be made to alleviate these deficits. Specific suggestions are to: (a) include more coursework in research and statistics in Ed.D. programs and (b) conduct departmental seminars so that EdD candidates and faculty advisors can become more aware of more complex analysis procedures.

"ANCOVA: A REVIEW, UPDATE, AND EXTENSION"

James E. McLean, The University of Alabama, Tuscaloosa

Analysis of covariance (ANCOVA) may be the most misunderstood and abused procedure used by educational researchers. In 1989, textbooks still incorrectly assert that the procedure will correct for initial group differences. On the other hand, recent versions of commercial statistical software have simplified and extended the use of ANCOVA procedures. The purpose of this paper is to review appropriate and inappropriate uses of ANCOVA, demonstrate an appropriate analysis using SAS computer software, and extend the interpretation when the assumptions are questionable.

ANCOVA is purported to increase the precision of an analysis and adjust pre-existing group differences. While ANCOVA almost always increases the precision of an analysis, it does not adjust for pre-existing group differences. This paper demonstrates how SAS makes quick work of ANCOVA. It also demonstrates how to estimate group differences at specified values of the covariate enabling the researcher to compare groups at a specified value of the covariate rather than simply comparing group means. This last analysis provides an alternative to comparing adjusted group means when there are pre-existing differences or the group slopes are not homogeneous.

8:00 a.m. - 8:50 a.m. CURRICULUM (Discussion). . . . . LaSalle

Presider: Anne Toppins, The University of Alabama

Presenters: "UNPREDICTABLE ENTRY OF POWER SOURCES FROM THE OUTSIDE"

Henry S. Williams, East Tennessee State University, and Starlet Williams, University School

The curriculum is the focus of the sharpest controversies. Some of the major concerns: What is the most important knowledge? How should this knowledge be introduced to the learners? What criteria should be used to select the knowledge? and What is the value of this knowledge to the learner as a member of the culture.

When technology, differing religious beliefs, and U.S. Supreme Court decisions interpreting freedom of religion come into direct conflict with a given curriculum, therein comes an unpredictable entry of power sources from the outside.

What have been some of the results from the fall-out of this specific source of power and its future controls on curriculum development, the American educational system and our culture? When outside sources demand and advocate nothing but "basic skills" and

absolute moral standards, teachers will be forced to substitute creative, innovative and humanistic teaching strategies for catechismal, repetitive, traditional methods. Instructors would pass on subjective ideas to students, which would discourage curiosity, cause passiveness and unquestioning attitudes.

Sources from the outside have forced removal of materials or experiences of ethnicity. If our culture is to remain productive, all citizens must be active participants and recipients of the culture. Curriculums must address cultural diversity.

"AN OBSERVATIONAL STUDY OF TIME SPENT BY TEACHERS AND CHILDREN IN CHURCH-BASED PRESCHOOL CLASSES"

Jan O. Case, Samford University, and S. Dianne Lawler, Arkansas State University

This study attempts to examine teaching strategies and time spent on task during both academic instruction and play time in church-based preschool programs. In particular, the relationship between student groupings, type of activity, teaching activity, and student off-task rates are addressed.

The results are based on information gathered on 25 Alabama church-based preschool teachers. The Stallings Observation Instrument was used to measure teachers' use of instructional time, off-task behaviors, and the time spent by children in various activities.

It was found that teachers spend a larger percentage of their time with individuals and small groups during play time and a larger percentage of their time with large groups or the entire class during isntructional time. There is no difference in the percentage of time teachers spend monitoring seatwork or providing interactive instruction; however, more time is spent by teachers in organizing/managing activities during play time. Students are just as likely to be off-task during instructional time as during play time, but among individual classes there is a positive correlation between student off-task rates during these two types of activities. The results yield implications for improving teacher time management skills and teaching strategies.

"COVERT LEARNING IN A TRADITIONAL CLASSROOM: FINDINGS FROM FOCUSED DATA INTAKES"

Carole F. Stice and John E. Bertrand, Tennessee State University

Traditional instruction has consistently produced poor results, especially for at-risk learners. An alternative to traditional instruction is whole language. Research suggests that whole language is superior to traditional instruction. However, documenting the probable causes of achievement in either program is difficult.

Recently, an ethnographic study in two second-grade classrooms was conducted, one whole language and the other traditional. Using the constrant comparative method of analysis and triangulation of data, four models of practice were constructed. Two of the models focused on the teacher in each classroom; the other two focused on learners. These models were compared, and conclusions were drawn relative to differential achievement.

Finally, a focused data intake was conducted to more closely examine the nature of an interesting and heretofore little known phenomenon. Children in the traditional classroom covertly engaged in whole language kinds of activities while pretending to be working on assigned tasks.

Given the growing emphasis on whole language, it is important to understand the inner workings of these two types of instructional programs and how they compare. The methodology employed to reach these findings is powerful and should be shared in light of the current emphasis on naturalistic inquiry in education.

"EFFECTS OF AN EXPANDED LANGUAGE EXPERIENCE APPROACH ON ORAL CLOZE PERFORMANCE OF KINDERGARTENERS"

Carolyn Reeves-Kazelskis and Richard Kazelskis, University of Southern Mississippi

The purpose of this study was to examine the effects of an expanded language experience approach (LEA) on the listening comprehension skills of kindergarteners. The expanded LEA, used with the experimental group, included follow-up activities designed to provide interaction with each story's print (text), emphasizing eight specific subskill areas. The traditional LEA, used with the control group, included the typical follow-up activities, such as asking the children to draw a picture about each story, to orally share other ideas and personal experiences related to each story topic, or to say/read aloud each story along with the teacher.

A total of 47 kindergarteners was randomly assigned to experimental (N=23) and control (N=24) groups at the beginning of the school year. The treatment period lasted six months.

Analysis of variance results favored ($p<.05$) the experimental group on beginning, middle, and total cloze measures; the experimental and control groups did not differ on the ending cloze measure. The results suggest that use of an expanded LEA may significantly aid the development of listening comprehension skills of kindergarteners.

8:00 a.m. - 8:50 a.m. EVALUATION (Discussion). . . . . LaHarpe

Presider: William D. Impey, Kennesaw State University

Presenters: "PUBLIC SCHOOL PUPIL RATING OF TEACHER EFFECTIVENESS"

John Follman, University of South Florida

The limited empirical evidence concerning public school pupils' ratings of their teachers' teaching effectiveness is reviewed. The format is: history of pupil ratings, issues, problems, rating scale development and implementation, advocacy, psychometric analyses, extant pupil rating scales, elementary pupil rating scale studies, middle school pupil rating scale studies, secondary school pupil rating scales studies, and comparison of public school pupil rating research with college level student rating scale research. Public school pupil rating research findings are similar to the college level student rating findings, and, therefore, school pupil ratings can be used as one datum in the overall evaluation of their teachers' teaching effectiveness.

"WHAT CAN MIDDLE SCHOOL STUDENTS TELL US ABOUT EFFECTIVE TEACHING? PLENTY!"

Frank Bickel and John H. Buckner, University of Kentucky

For this discussion session student preference data regarding middle level teachers will be provided. When presented with 27 research-supported, effective teacher behaviors and personal qualities, a sample of more than 400 central Kentucky students (grades five - eight) responded by designating those that they deemed to be the most important.

Preliminary indications revealed a general favoring of the following personal qualities: "Excellent middle schools teachers . . . demonstrate warmth (are kind and considerate), are optimistic (usually have a good outlook on life), are respectful toward students."

Teaching qualities ranked as the most desirable included: "Excellent middle school teachers . . . are easy to understand, are fair when grading, do not use the textbook everyday of class."

Complete survey results and copies of the instrumentation will be provided to session participants.

"ESTABLISHING CONCEPTS ABOUT THE EVALUATION OF TEACHERS"

John R. Petry, Memphis State University

Because the evaluation of teachers and faculty members is essential to their own professional development and to the development of excellence in educational systems and institutions of higher education, this paper centers on the following issues regarding evaluation: (1) Why should teachers/faculty be evaluated? (2) What teaching behaviors

should be evaluated? (3) How should teachers/faculty be evaluated? and (4) How will the result of the teacher/faculty evaluations be used?

Discussion centers on the following: (1) the role of the teacher as organizer, instructor, expediter, facilitator, and monitor; (2) teacher behavior dimensions: management, instruction, assessment, planning, school activities, and knowledge; (3) norm-referenced tests and criterion-referenced tests, formative and summative evaluation, formal and informal evaluation, and written and oral evaluation; and (4) course improvement, personal improvement, legal considerations, and financial and status rewards.

Attention is given to differentiation among terms; namely, measurement, evaluation, and accountability. Several evaluation instruments are examined, such as CAFETERIA (Purdue) and SIRS (Students Instructional Rating System).

Research for the study centered on process evaluation and yielded a bibliography including articles, book entries, workbooks, and ERIC submissions.

8:00 a.m. - 8:50 a.m. WINNING GRANTS (Symposium) . . . . . .Arkansas River

Organizer: William L. Deaton, Auburn University

Presenters: "A SYSTEMATIC APPROACH TO WINNING GRANTS"
William L. Deaton, Auburn University

"THE GRANTS OFFICE AND PRE-PROPOSAL CONTACTS"
Stephanie J. Bond, Auburn University

"GRANTS OFFICE IMPACT ON FACULTY SUCCESS IN GRANTS AWARDS"
Landa Trentham, Auburn University

"OVERVIEW"

College of Education faculty are increasingly expected or required to secure external support for research, instruction, and service activities. Grant winners, as opposed to grant seekers, employ specific approaches to securing external support. Systematic procedures can be applied to the process of preparing proposals to be submitted to funding agencies. This presentation will describe the components of a successful program of grant winning in a College of Education. The use of methods described in this presentation has increased grant awards from $770,000 to $3,758,000 over a five-year period. Over the same five years, the number of awards received increased from 21 to 44.

"A SYSTEMATIC APPROACH TO WINNING GRANTS"

Winning grants is not a hit-or-miss proposition. Successful grant seekers follow certain well-planned steps to achieve their goals. A systematic approach involves researching funding sources to ensure that there is a match between the funder and the institution's mission. For example, Is a public or private funding source more likely to support this project? Has the funder supported similar projects and how much does the funder usually award? and What is the funding cycle? These are just a few of the questions addressed by the College of Education Research Office in assisting faculty with an organized grant-seeking approach.

"THE GRANTS OFFICE AND PRE-PROPOSAL CONTACTS"

Grant seeking is a contact sport. The only way to know if a project meets a funding source's priorities is through personal contact. Depending on whether a private or public funder is approached, there is a 300% to 500% increase in success through pre-proposal contact. In the private sector especially, often who a grant seeker knows is more important than what he or she knows or how well his or her proposal is written. Part of a systematic and successful grant-seeking approach in the College of Education is helping faculty establish contacts.

"GRANTS OFFICE IMPACT ON FACULTY SUCCESS IN GRANTS AWARDS"

While faculty are responsible for developing the premises and procedures for

proposal narratives submitted to the various grant agencies, they now have access to a substantial set of services provided by the grants office. These services are not limited to notice of grant and contract opportunities but include assistance in such areas as identifying teams for proposal writing, negotiating contracts, and budget development. Such services have simplified the process of proposal development and encouraged a greater number of faculty to apply for extramural funding and to do so successfully.

Audience participation includes a question and answer period following the presentations.

8:00 a.m. - 8:50 a.m. FOREIGN LANGUAGE/ART (Discussion). . . . . LaHarpe

Presider: Cynthia Anne Montgomery, Mississippi State University

Presenters: "THE EFFECTIVENESS OF THE UTILIZATION OF OBJECTS, PICTURES, AND MENTAL IMAGING AS COMPONENTS OF FRENCH SECOND-LANGUAGE VOCABULARY AND READING INSTRUCTION"

Nancy A. Verhoek, Mississippi State University

The study involved two classes of second-year French language students from a four-year high school.

The control and experimental groups received 20 vocabulary words per week over a three-week period dealing with equal numbers of food items, articles of clothing, animals, and the home. The control group translated the nouns each week with the use of a bilingual dictionary. The experimental group received 20 of the terms through objects, 20 pictorially, and 20 through mental imaging.

At the conclusion of each week, the groups received identical vocabulary and reading comprehension tests. A repeated measures analysis of covariance was performed on the vocabulary and reading comprehension test results. Interviews were conducted at the conclusion of the study. Although not significant at the .05 level, results were close to being statistically significant at the .07 level in the repeated measures analysis for vocabulary.

Interviews with the control group indicated that the group was utilizing other methods to process and recall vocabulary in addition to the dictionary-translation technique. Qualitatively, there were educationally significant differences resulting from the manner in which vocabulary was assimilated.

The study may be replicated using an increased number of vocabulary terms with elementary school students.

"A COMPARISON OF MISSISSIPPI PUBLIC HIGH SCHOOL PRINCIPALS' PERCEPTIONS AND SUPERVISORS' PERCEPTIONS TOWARD THE OFFERING OF A FOREIGN LANGUAGE PROGRAM"

Ileana M. Johnson, Mississippi University for Women, and Joe M. Blackbourn, Mississippi State University

The problem of this study was to investigate and compare the Mississippi high school principals' perceptions and the superintendents' perceptions toward the offering of a foreign language program in the public school.

The population of the study consisted of all public high school principals (N=340) and superintendents of public schools (N=151) currently employed in Mississippi. The sample consisted of 125 principals and 78 superintendents, a total of 203 administrators who responded to the questionnaire.

A modified version of the Minnesota Senior High School Principals' Perception of Foreign Language Programs Questionnaire was used to collect the data.

The data were analyzed using analysis of variance. The result of the analysis of variance, which compared elected superintendents' perceptions, appointed superintendents' perceptions, and the perceptions of principals from their respective districts, determined that appointed superintendents and their principals were greater

supporters of foreign language programs than the elected superintendents and their principals.

Administrators in districts where the superintendent is appointed value instruction in foreign languages more than administrators in districts where the superintendent is elected.

"THE IMPACT OF HIGH SCHOOL FOREIGN LANGUAGE STUDY ON ACADEMIC SUCCESS IN COLLEGE: A 1989 RESEARCH REPORT"

Patricia Davis Wiley, The University of Tennessee, Knoxville

This study investigated the effect of high school foreign language study on academic success in college. The subjects were a random sample of non-transfer 1988 graduates from the nine public universities in Tennessee. Those students who took a foreign language in high school were compared with those who did not, but who were equally as academically talented according to ACT scores and high school GPA's.

Data were obtained from official records and were computer-analyzed using the Statistical Analysis System for frequency distributions, chi-square analyses, correlation analyses, and analyses of variance. Following frequency distributions of high school GPA's and ACT Composite raw scores, homogeneous groups were identified and controlled for the following variables: units of high school foreign language, cumulative GPA, ACT Composite and English raw scores, college freshman English, and cumulative GPA.

Those subjects who did study a second language in high school tended to exhibit a substantially higher college cumulative and college English GPA's (the data being controlled for ACT and high school GPA and statistically significant at the 0.01 level), than those who did not study a second language. A strong rationale for high school foreign language study was therefore established by this study.

"AN ANALYTICAL STUDY OF THE COLOR SCHEMES USED IN ILLUSTRATIONS OF CALDECOTT AWARD WINNERS"

Robert E. Jones, Brookhaven (MS) School District, and
Georgia Napier, Jackson State University

The investigation determined whether illustrators of Caldecott winners used classical color schemes for illustrations. It provided descriptive analysis of those or other color schemes employed. Each was analyzed to determine whether a scheme was used throughout the book for all illustrations or whether different color schemes appeared from illustration to illustration. Each was examined to determine if an identifiable scheme was utilized in the illustrations or if they were non-classical. The study investigated the number of single-page and double-page illustrations, with and without text, over the 50-year period.

This study revealed all five color schemes of analogous, complimentary, split-complimentary, monochromatic, and triadic. With the exception of books containing monochromatic schemes of grayed-green or brown, which were consistent with the one-color scheme, only one contained a single scheme of complimentary red and green.

Research revealed that different schemes were used from illustration to illustration within the same book. Some contained either two or more recognizable classical schemes while others contained combinations other than classical. The least number of illustrations any book contained was 10; the largest was 67. Double-page illustrations usually appear without text, single-page illustrations usually appear with text.

8:00 a.m. - 8:50 a.m. ADMINISTRATION/PUBLIC RELATIONS/ POLICY (Discussion). . . . . .B. Finley Vinson

Presider: W. Hal Knight, East Tennessee State University

Presenters: "A STRATEGY FOR DEVELOPING COMMUNITY/SCHOOL RELATIONS: THE VILONIA VOLUNTEER PROGRAM"

Barbara S. Fuller, Vilonia (AR) Elementary School, and

Robert L. Kennedy, University of Central Arkansas

A few years ago, very few parents were actively involved in Vilonia Elementary School. To change this situation it was necessary, first, to convey to parents that they were wanted and needed by the school. The principal conducted a survey within the community to determine what human resources were available and how they could be utilized in and around the school. The program began with a newsletter and a few volunteers, but soon grew to include dozens of active participants who helped teachers in the classroom, built playground equipment, landscaped the campus, and contributed in many other ways.

From the experiences of this program, it seems clear that administrators must support volunteer involvement for it to work and that the volunteers must be appreciated and valued. Regular communication is also necessary to allow parents to continue to feel a part of the program and to share current needs of the school. The research involved the development of the program, including obstacles, communication, and the survey instrument.

"FUND-RAISING IN MISSISSIPPI PUBLIC SCHOOLS MANAGED BY ELECTED VERSUS APPOINTED SUPERINTENDENTS"

Gary A. Gordon, Forest (MS) Public Schools, and William F. Ferguson, University of Southern Mississippi

Activity fund monies only recently have been required to be accounted for in the same manner as regular school funds. Consequently, no one had any way to estimate the relative amount of funds derived from such sources or to estimate the possible effects if such funding were suddenly disallowed.

Every Mississippi high school principal was mailed a questionnaire designed to elicit appropriate data regarding the gross amounts of funds generated through the various means through which activity fund money is currently derived. Returned questionnaires were sorted according to the selection process used to determine district superintendents; i.e., elected versus appointed.

Analysis of the resulting data through multiple regression techniques, while controlling for student population and/or socioeconomic status, resulted in only minor differences between the two district types regarding monies generated, student and teacher hours required, in-school time lost, and in a myriad of other factors examined. The gross revenue reported earned by 156 principals was over $2,300,000, and this figure did not include any monies generated by "booster" clubs not under the control of the schools and which do not automatically turn over monies generated to the school bookkeeper. While the amount of activity money per pupil is relatively small, the composite is relatively substantial.

"IMPACT OF EDUCATIONAL RESEARCH ON POLICY DECISIONS"

Dorothy D. Reed, Headquarters, Air University, Maxwell AFB, and Gene Franks, Tribal Office, Mississippi Band of Choctaw Indians

Over the past years, several MSERA keynote speakers have stated that there are significant gaps between educational research and the development of implementing educational policy. This position paper points out why the responsibility for closing this gap begins at home and provides an analysis of the efforts of MSERA researchers in this area. A survey of MSERA members who presented papers at the 1988 annual meeting was conducted to determine: how many papers produced recommendations for ideas that could have impacted educational policy or practices; whether the researchers or anyone working with them forwarded results of their work to those in positions to make policy changes; whether those in positions to make such decisions considered their recommendations; whether changes were actually brought about or planned as a result of the information being passed along, and, if not, why; the significance of the changes which were made; and how many people benefited from the results. Finally, this paper describes the minimal efforts required of reseachers to assure the first steps of implementing recommendations and policies suggested by research findings are carried out and the significance of not doing so.

"LINKING ACADEMIC PROGRAM REVIEW RESULTS WITH DECISION MAKING"

Exir Brennan, Alabama Commission on Higher Education

Little empirical evidence exists currently to demonstrate the utility of academic program review at higher education institutions, although considerable institutional resources are consumed in program review activity. Until better evidence is available, those involved in program review processes may believe that the reviews are not very useful, or that a crisis approach to management may precipitate an unwise use of review results.

The purpose of this study was to develop and test a survey instrument designed to gather information concerning review/decision linkages. Items included in the instrument were based on review/decision indicators derived from the current program review literature. The draft instrument was reviewed and edited by an eminent educational researcher.

The instrument was distributed to 94 officials in 22 public, four-year institutions in Ohio, a state in which the majority of such institutions engage in a periodic review of programs.

Conclusions were drawn according to the character and rate of the responses in accord with the original objective of the survey. However, considerable useful information concerning review/decision making in Ohio institutions was gathered that documents clear linkages in a majority of these institutions.

With minor modifications, the instrument and cover letter have potential for use in a large scale study.

9:00 a.m. - 9:50 a.m. RESEARCH METHODOLOGY (Discussion). . . . . LaHarpe

Presider: Sandra Eason, University of New Orleans

Presenters: "COMMENTS ON BETTER USES OF AND ALTERNATIVES TO SIGNIFICANCE TESTING"

Betty Davidson and Mary Giroir, University of New Orleans

Significance testing has been popular with researchers since almost the beginning of the century. It is even difficult to find empirical studies in which researchers do not report significance tests. Research even shows that researchers often hesitate to even submit studies for publication when results are not statistically significant.

It is suggested in this paper that effect sizes are much more important than whether results are "significant." It is also suggested that statistically significant results can only sensibly be interpreted against the standard of "at what smaller n would this result have become nonsignificant?" Similarly, nonsignificant results should be interpreted considering "at what larger n would this result have become statistically significant?"

Small data sets are employed to illustrate these points and the necessary calculations. The paper also illustrates the calculation of various types of effect size estimates. The effect size estimates discussed include an estimate that is very easy to calculate, eta-squared or the correlation ratio, as well as some similar estimates such as omega squared.

"WAYS OF ESTIMATING THE PROBABILITY THAT RESULTS WILL REPLICATE"

Mary Giroir and Betty Davidson, University of New Orleans

Some researchers mistakenly interpret significance tests as being informative regarding the likelihood that results are generalizable or replicable. Of course, significance testing does not inform one of the probability that results will recur in future studies. The present paper discusses various logics which, in fact, do provide information regarding the replicability of results. This information may be even more important than the results of significance testing.

Three basic logics are discussed. These include invariance analysis or cross-validation, jacknife procedures, and bootstrap analyses. Particular attention is

given to the cross-validation procedure, since it can readily be applied using conventional statistical software and since this approach requires fewer computer resources than the other methods. A small data set was employed to illustrate the necessary procedures and the interpretations of these results.

"SCIENTIFIC METHOD AND CRITICAL THINKING"

Roy Mumme and John Follman, University of South Florida

The purpose of this paper is to describe a psychometrically sound guide in training students to abstract brief research articles. The abstract guide is articulated on a one-page handout, along with specific instructions.

Critical thinking as an educational objective is now on a bandwagon. Many critical thinking treatments now and in the past have included aspects of the scientific method. One way for students to learn the scientific method is to abstract research studies. Abstracting articles requires the student to understand and differentiate the stages of the scientific method, especially experiments.

In a psychometric analysis, test-retest, reliability estimates of .80, .78, and .69, respectively, for the three readers and also adjusted group (N=3) reliability estimates of .81 for the first reading and .86 for the second reading, were obtained. It is thus clear that the students' abstracting of articles can be scored reliably.

Finally, it is concluded that insofar as abstracting research articles articulates the scientific method and insofar as the scientific method is critical thinking, it is clear that this abstracting system is a reliable method of evaluating students' abstracting skills, of enhancing their understanding of the scientific method, and of enhancing their critical thinking.

"PROFESSOR: IF YOU ARE CURIOUS, RESEARCH IT!"

Todd M. Davis, Memphis State University, and Jane Furr Davis, Christian Brothers College

If you are curious, research it! That is, if you want to know what your students are thinking or doing, ask them. If you make a change in your curriculum, teaching style, or assignments, do some research to help determine its effectiveness!

All too often in the ivory tower we recommend such action to the elementary and secondary teacher but seldom do it ourselves. We are quick to carry out research studies in others domains, but seldom in our own arena. "Classroom-based research," a common buzz phrase in academia today, can contribute to the college classroom if only it will be utilized.

Knowledge about students' beliefs, attitudes, and behaviors can only help a professor to better serve the needs of students, particularly if the topic being addressed in class is controversial or creates discomfort in some students. When new learning activities or assignments are tried, research may help examine their effectiveness. Classroom research may help the professor gain a more objective view of the new activity assignment than may be obtained by informal observation or conversations with students. This presentation provides examples of the use of classroom research for controversial topics, classroom activities, and assignments.

9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion) . . . . . LaSalle

Presider: Warren A. Land, Mississippi State University

Presenters: "EVALUATION OF THE QUALITY OF PROFESSIONAL EDUCATION BY GRADUATES OF THE UNIVERSITY OF MISSISSIPPI"

Joan C. Carson, Lynton Dilley, and Elizabeth Bess, The University of Mississippi

The purpose of this study was to poll selected graduates to determine their evaluation of the quality of professional education and preparation received.

A questionnaire was written and revised. Items were included that yielded basic demographic and current job placement information about respondents as well as their evaluation of professional studies, courses, and experiences. There was an initial mailing and one follow-up mailing to a total of 120 and a final return of 54 (46%).

Respondents (95%) indicated that theories of human development and learning and social, historical and philosophical foundations of education were well taught, whereas only 65% thought similarly about content related to impact of technology and societal changes on schools and educational policy. Three-fourths of 95% of the respondents perceived courses and experiences as supporting the development of independent thinking, effective communication, and five other topics. Respondents generally agreed that courses and field experiences provided them with knowledge and skills in 18 additional areas.

Feedback from consumers, i.e., students, is critical to ongoing efforts at improving and refining programs as well as central to an institution's mission, which is the preparation of professionals for educational roles. Conclusions and implications will be discussed at length.

"TEACHER PERCEPTIONS OF THE PSYCHOLOGY OF PEDAGOGY"

William F. White, Lamar University

The education reform movement has focused on teacher competency, teaching strategies, teacher appraisal systems, and teacher education programs, but not on teaching theory. A basic assumption has prevailed in the reform movement; namely, that all teachers and educators have one common view of how learning takes place and how teaching practice should occur.

A survey of 455 teachers in southeast Texas was conducted that related to several theories of learning as well as theories of pedagogy: (a) respondent conditioning, (b) Thorndike-Shinnerian operant conditioning, (c) Gagne's task cognitive theory, Piaget's cognitive development theory, (d) information systems-cognitive theory, (e) Bandura's social learning theory, and (f) White's psychology of pedagogy.

Responses to the 70-item, four-case survey instrument were analyzed for factors and communalities. Teachers in the sample reflected belief systems of teaching patterned after a direct teacher style, methods oriented, using reinforcement as a tool to change behavior. Based on the attitudes of the 455 teachers in Southeast Texas, it would be questioned whether contemporary learning theory or pedagogical principles have changed teaching substantively since the S-R theories of B. F. Skinner. Teachers believed there was a single right decision about all teaching practices and a right way to teach. The cause of learning in students was the external reinforcement from the teacher.

"THE EDUCATIONAL PHILOSOPHIES OF JOHN DEWEY AND CONFUCIUS: A COMPARISON"

Pheny (Shang-fen) Zhou Smith and Harold A. Smith, Mississippi State University

Confucianism and pragmatism are two schools of philosophy that have long been regarded as extreme philosophical points of view. This historical-comparative study compared the two schools of philosophy and found significant similarities that may interest American educators.

Two of history's best-known educators were also philosophers, and they have influenced psychology, law, and political science, as well as educational practice. Confucius has influenced education, government, and attitudes toward accepted personal behavior and the individual's duty to society. His teaching also has traditionally been the substance of learning, the source of values, and the social code of many people other than Chinese. John Dewey helped lead the philosophical movement of pragmatism, sometimes called instrumentalism, which held that the meaning and truth of an idea are determined by the idea's effects in practice and on conduct.

A historical-comparative approach used library searches in the United States, Republic of China, and the People's Republic of China to locate primary and secondary documents discussing the subjects. Discussion includes democracy, methods of instruction, understanding of learning, and scientific attitudes. Comparisons are also made of the two philosophies' impact in China and the United States.

THURSDAY, NOVEMBER 9, 1989

9:00 a.m. - 9:50 a.m. PSYCHOLOGY (Discussion). . . . . .Arkansas Tennis Hall of Fame

Presider: Lynda N. Lee, Eastern Kentucky University

Presenters: "DEVELOPMENT OF A PSYCHOMETRIC INSTRUMENT TO DISTINGUISH ADAPTIVE FROM NONADAPTIVE INTERNAL LOCUS OF CONTROL"

Gordon D. Schneider, Robert L. Williams, Sandra P. Thomas, and Timothy J. Pettibone, The University of Tennessee, Knoxville

This study represents an initial attempt to develop a locus of control instrument that differentiates perceived control over events that are highly controllable from perceived control over events typically viewed as uncontrollable by the individual. The mediating variable between internality and adjustment may be the type of event one presumes to control. Generally, the more remote events are from one's personal control (e.g., acts of nature), the greater the likelihood that perceived control over those events will be nonadaptive.

The objectives were to: (a) identify both conceptual and quantitative clusters within the scale and relate scores on these clusters to scores on Rotter's internal-external dimension; and (b) evaluate convergent and divergent validity of conceptual and quantitative clusters by assessing predicted relationships between these clusters and other physical and psychological measures included in a test battery (e.g., optimism, anger). The new instrument and battery were administered to approximately 930 students at three college campuses.

The first objective was met via confirmatory and exploratory factor analysis of response to the instrument. Pearson correlation coefficients between (a) conceptual and quantitative cluster scores and (b) other physical and psychological measures reflected in the test battery addressed the second objective. Data were collected and analyzed.

"THE USE OF THE BECK DEPRESSION INVENTORY WITH COLLEGE UNDERGRADUATE MALES AND FEMALES"

Rebecca F. Nolan, Louisiana State University, Shreveport; Victor L. Wilson, Texas A & M University; and B. Kathryn Jones, Dallas (TX) Independent School District

The purposes of this study were: (1) to determine if the male and female undergraduates reported different levels of depression on the BDI, (2) to explore whether males and females answered the items contained in the BDI with the same pattern of responses, and (3) to investigate the multivariate analysis of response patterns of males and females. The purposes were investigated using an entire sample of depressed and nondepressed males and females and repeated for those subjects who were depressed.

The subjects for the study were 415 undergraduates. They were issued the Beck Depression Inventory (BDI) without being informed that it was an inventory for measuring depression.

The data were analyzed using canonical and multivariate analysis to determine if different BDI items were biased toward males or females.

The results indicate that the BDI is a nonbiased instrument for use with male and female undergraduates. The results are of interest to both researchers in the area of depression and for practitioners who need an appropriate instrument for measuring depression.

"COMPARATIVE PERSONALITY PROFILES OF TRADITIONAL AND REENTRY COLLEGE STUDENTS"

John L. Burns, Arkansas State University

This study investigated broad-based personality profiles of traditional and reentry university students. The professional literature provided sparse comparison of personality characteristics and practically none involving male students.

Fifty-two reentry students and 52 traditional students, each group similar in program of study and in sex composition, completed the California Psychological Inventory

(CPI). Two-way (Traditional -- Reentry Student Group x Gender) univariate analyses of variance were performed with each of the CPI scales as dependent variables.

Significant main effects were: for group on 10 of the CPI folk scales and one of the structural vector scores; for gender on three of the CPI folk scales. Significant interaction effects of Group x Gender were found on two of the CPI folk scales.

The results were discussed in comparison with findings in earlier literature and in terms of implications for students' participation in the higher education process.

"GRADUATE STUDENTS: A DICHOTOMY OF PERCEPTIONS"

Jan E. Waggoner, Cynthia Jordan, Ava L. Johnsey, and Judith S. Collier, Memphis State University

Graduate schools of education are placed in the unenviable position of trying to meet the dual demands of accreditation requirements and those of their students. While the state and national requirements are clearly delineated, the needs of graduate students are not as well defined.

The purpose of this study is to identify the needs of students in a graduate program of education. Additionally, the dichotomy between the degree of importance the students attribute to their needs and their perception of the college's fulfillment of these needs is examined.

Subjects were graduate students enrolled in education courses at Memphis State University. A 22-statement questionnaire, utilizing a double Likert scale, identified the amount of importance the student attributed to certain needs and the amount of importance the student felt the college placed on the satisfaction of those needs.

Mean scores were established to identify and rank the needs collectively and according to various demographic delineations. A factorial ANOVA was used to examine differences. Additionally, an ANOVA was used to compare students' needs and perceived attention to those needs.

Results indicate areas of disatisfaction with need fulfillment. They also provide documentation of the services viewed as important to graduate students of education.

9:00 a.m. - 9:50 a.m. THE ALABAMA DRUG PREVALENCE SURVEY: THE PROCESS (Symposium). . . . . .Arkansas River

Organizer: Gerald Halpin, Auburn University

Presenters: "ANALYSIS OF THE ALABAMA DRUG PREVALENCE SURVEY"
Renee Noel and Gerald Halpin, Auburn University

"DEVELOPMENT OF THE ALABAMA DRUG PREVALENCE SURVEY"
Joe Buckhalt, Auburn University

"THE COORDINATION OF A STATEWIDE DRUG SURVEY"
Mark E. Meadows, Auburn University, and Joe Lightsey, Alabama State Department of Education

The objective of this symposium is to describe the procedures utilized in conducting a survey of drug use by all seventh-, ninth-, and eleventh-grade students in Alabama. First presented will be the coordination activities between Auburn University, the State Department of Education, and the local school districts in Alabama. The other presentations will focus on the process of developing the Alabama Drug Prevalence Survey; the process of gathering the data, including the development of instructions; and the statistical analysis of the results.

"ANALYSIS OF THE ALABAMA DRUG PREVALENCE SURVEY"

Outlined in the first paper will be the development of the comprehensive 466 variable machine-scorable drug survey form. The first section of the drug survey

contained 18 demographic items. Next, a series of questions was asked concerning 14 drugs: beer, cigarettes, cocaine, downers, hallucinogens, hard liquor, heroin, inhalants, marijuana, smokeless tobacco, steroids, uppers, wine, and wine coolers. In this presentation the steps followed in instrument development, evaluation, tryout, and revision will be discussed.

"DEVELOPMENT OF THE ALABAMA DRUG PREVALENCE SURVEY"

The second presentation will be devoted to the coordination efforts among Auburn University, the local school districts, and the Alabama State Department of Education. Meetings were conducted in four different locations to brief local district level coordinators about the process involved. Getting the forms to the districts and returning them also required planning. Additional coordination was necessary at the district level whenever unique analyses and reports by school and district were requested. Finally, four regional meetings to present findings to districts required substantial planning and coordination.

"THE COORDINATION OF A STATEWIDE DRUG SURVEY"

Presented in the final paper will be the analysis of the data for this drug survey. When the surveys (over 140,000) were returned to Auburn University, they were machine scored and sent through 84 different validation checks for inconsistent responses. For example, if a student reported that he/she was 13 years old and also indicated that he/she began drinking beer at age 16 these responses would be declared missing data and counted as inconsistent. When five responses were judged as inconsistent, all data for that student were judged to be invalid. Over 130,000 of the questionnaires passed the validation process with about 7.7% of the responses being judged as invalid. The student by variable matrix contained over 60,000,000 pieces of information. These data were analyzed for the entire state, by district, and, in some cases, by school. The statistical analyses for each of the 130 districts resulted in computer printouts ranging from approximately 450 pages for the smaller districts to over 2,000 pages for one large district.

Copies of the Alabama Drug Prevalence Survey form, teacher and drug coordinator administration instructions, and selected representative pages of the computer printout will be available at the presentation.

9:00 a.m. - 9:50 a.m. RESEARCH ON EDUCATIONAL IMPROVEMENT IN THE RURAL MISSISSIPPI DELTA (Symposium). . . . . Arkansas Valley

Organizer: John A. Thornell, Delta State University

Presenters:

"DATABASE ANALYSIS FOR EDUCATIONAL RESEARCH"
T. Gene Hamon, Delta State University

"ACHIEVEMENT TEST SCORES AND THE MANDATE FOR CHANGE"
James Reid Jones, Delta State University

"AT-RISK YOUTH IN THE CONTEXT OF CHANGE"
W. Ross Story, Delta State University

"CAPACITY FOR CHANGE WITHIN THE SCHOOLS"
Larry Hailey, Delta State University

"NEW DIRECTIONS IN EDUCATIONAL ADMINISTRATION"
Howard R. Sanders, Hollandale (MS) Consolidated School District

For many years, educational researchers have not sufficiently addressed the problems of rural school districts, particularly in the rural Mississippi Delta. During the last three years, that situation has been changing. Efforts by the State Department of Education, financial support from local businesses, and, finally, a federal commission for study of the educational and economic problems have resulted in more research and new information, which suggests that the Delta is improving. This symposium summarizes what is known now, following a broad-based effort to understand the many aspects of reform.

THURSDAY, NOVEMBER 9, 1989

"DATABASE ANALYSIS FOR EDUCATIONAL RESEARCH"

The first paper presents methodological and logistical approaches that have been used for research. An inexpensive database that takes advantage of systematically collected data from state and federal sources was established. Electronic access to hundreds of data points for each district has been achieved by coordinating reports from educational, census, tax, law enforcement, and local sources. Regression and factor analyses may be run as needed.

"ACHIEVEMENT TEST SCORES AND THE MANDATE FOR CHANGE"

The second paper demonstrates a broad-based improvement in test scores for children in the Mississippi Delta. Reading, Mathematics, and Written Communication test scores are all increasing. These gains are related to the efforts of school districts, regional universities, and the State Department of Education. A mandate for tougher accrediting has led to increased effort at all levels.

"AT-RISK YOUTH IN THE CONTEXT OF CHANGE"

The third paper documents the needs of at-risk youth in this economically depressed area. Data concerning teenage pregnancies, drug problems, youthful offenders, and dropouts demonstrate that long-range improvement is far from being realized. These problems have resulted in a vicious cycle for many students, leaving them little access to the improvements of their peers.

"CAPACITY FOR CHANGE WITHIN THE SCHOOLS"

The fourth paper addresses the personnel and physical facilities of school districts in the Mississippi Delta. A poor tax base results in low salaries, low per-pupil expenditures, high student-teacher ratios, and dependence on state and federal support. Again, these problems may be used to predict a difficult future for area students.

"NEW DIRECTIONS IN EDUCATIONAL ADMINISTRATION"

The fifth paper will discuss the reactions of 24 local school administrators to the research findings. These districts have formed an informal consortium for shared resources. Feedback from the regional university to the districts has improved concerning research and funding opportunities. Similarly, the experience and expertise of the school personnel are more readily accessible to researchers for formative evaluation of their efforts.

Audience participation will be solicited for a general discussion of these issues. The emphasis of discussion will be on identifying innovative means of dealing with the long-range problems.

9:00 a.m. - 9:50 a.m. EMPLOYMENT (Discussion). . . . . .B. Finley Vinson

Presider: Ernest L. Bentley, Jr., East Tennessee State University

Presenters: "EMPLOYMENT AMONG HIGH SCHOOL JUNIORS: A STUDY OF SELECTED VARIABLES"

Shiela S. MacArthur, Slidell (LA) High School, and E. H. Bedenbaugh and Rex L. Leonard, University of Southern Mississippi

This study investigated the relationship between employment status among high school juniors and the following: GPA, scores on Brown and Holtzman's Survey of Study Habits and Attitudes (SSHA), level of participation in extracurricular activities, plans for postsecondary education, number of hours worked, race, gender, and socioeconomic level.

Participants in the study were 400 junior students randomly selected from three

public high schools located in southeastern Louisiana. They were divided equally among working and nonworking students.

Multiple regression and chi-square tests were used to analyze the data. The following conclusions resulted: (1) there was a significant relationship between employment status and GPA and SSHA scores; (2) the collective variables of number of hours worked, gender, race, and socioeconomic level had a significant relationship with SSHA scores; and (3) the collective variables of number of hours worked, gender, and race had a significant relationship with plans for postsecondary education.

The findings suggest that administrative personnel need to be concerned about the extent to which employment is related to scholastic behaviors. The model used in this study does provide a protocol for any school district wishing to examine student employment. Implications for accountability are discussed.

"A STUDY OF TERMINEES FROM JTPA PROGRAMS IN TENNESSEE"

Fred K. Bellott, New Mexico State University, and John R. Petry and Walter C. Emanuel, Jr., Memphis State University

Data were analyzed from 685 terminees of participants in Tennessee Job Training Partnership Act programs who responded to a 15-item questionnaire relating to their work status and earnings. Demographic data were gathered on 20 other items from JTPA records.

Comparisons were made between program completers and noncompleters on selected variables, and significance was established on 12 variables by chi-square analysis. Significance was also established for selected variables cross-tabulated with variables "working now" and "institutions." Institutional impact was determined on "completion of training," "using skills learned on present job," and "working now."

Conclusions for all of the analyses included the following: JTPA terminees compared favorably with the general population of the state; JTPA had little effect on reducing the number of persons on public assistance; the number of terminees working increased dramatically as a result of JTPA training; and program impact was greater for area vocational technical schools than for either community colleges or state technical institutes.

Recommendations related to the necessity for providing a clearer data base, continuing to involve the total number of terminees in future analyses, selecting additional follow-up analyses by cross-tabulations, patterning future studies, and evaluating the cost effectiveness of JTPA programs related to institutional location.

"PERCEPTIONS OF EMPLOYED AND UNEMPLOYED PERSONS OF VOCATIONAL TRANSITION PROGRAMS FOR THE SEVERELY HANDICAPPED IN DEPRESSED AND PROSPEROUS ECONOMIC SETTINGS"

J. M. Blackbourn, N. L. Maupin, and M. C. Maloney, Stephen F. Austin State University, and Dale D. Baum and Fredrick Dufflemeyer, Iowa State University

This study examined the attitudes of 50 employed and 50 unemployed persons in both economically prosperous settings (N + 200) with respect to training severely handicapped adolescents/adults for competitive employment. Subjects from both depressed and prosperous settings in four states were surveyed in relation to their perceptions regarding the implementation of such a program. Subjects from both rural and urban environments were included in the study. The subjects responded to a series of 35 questions regarding their views toward training and severely handicapped for competitive employment by indicating a number on a seven-point continuum (1 = I strongly oppose/7 = I strongly favor). An analysis of variance was used to analyze the obtained data. A Scheffe's was employed to determine the exact nature of the differences. The findings of the study indicated significant differences in the responses of persons from depressed and prosperous environments over all, as well as differences between the employed and unemployed across both settings. Recommendations for the public schools in light of the transition mandate of Public Law 99-457 are provided.

"THE RELATIONSHIP BETWEEN EDUCATIONAL ATTAINMENT AND WIDE RANGE VOCATIONAL ASSESSMENT"

Russell F. West and Norman E. Hankins, East Tennessee State University

Very often, vocational specialists assume that physically injured adults are capable of making significant vocational adjustments to occupations with lighter exertional requirements simply because they may possess a high school diploma, without regard for the functional level of those adults. The purpose of this study was to determine if there was a relationship between the number of years of schooling completed and performance on the Wide Range Achievement Test (WRAT-R) among a group of injured workers. The sample consisted of 330 individuals referred for vocational assessment at a private vocational evaluation center. The typical subject was a 40-year-old male who had completed 9.6 years of school formal schooling.

Gamma coefficients expressed relationships between educational attainment and scores on the reading, spelling, and arithmetic subtests of the WRAT-R. Those coefficients were G=.36, G=.45 , and G=.56, respectively. Stronger relationships were found between educational attainment and functional status in older age groups. The evidence suggests that many injured workers who completed high school were functioning at a level that was much lower than twelfth grade in reading, arithmetic and spelling. The educational and occupational implications are discussed.

10:00 a.m. - 11:15 a.m. MSERA KEYNOTE ADDRESS. . . . . .Salons B and C

Presider: Carl R. Martray, Western Kentucky University

11:20 a.m. - 12:20 p.m. GRADUATE STUDENT DISCUSSION WITH KEYNOTE SPEAKER (Limited to Graduate Students) . . . . . .Salons B and C

11:30 a.m. - 12:20 p.m. CURRICULUM/COMPUTERS (Discussion). . . . . LaHarpe

Presider: Ewuuk Lomo-David, North Carolina A & T State University

Presenters: "FINAL REPORT: TENNESSEE DEPARTMENT OF EDUCATION FIRST GRADE COMPUTER PROJECT"

Collin T. Ballance and Vickie V. Dallas, Tennessee State Department of Education

The "First Grade Computer Project" was conceived as a "pre-pilot" project to identify and define materials and procedures that might be used to enhance the first-grade curriculum.

As a part of this project, the Department of Education supplied three first-grade teachers with microcomputers, including printers, and a large volume of software, both from MECC and other sources. The teachers examined and used the software in their classes (focusing on writing and reading); they filed reports evaluating the various programs used. They also documented various strategies used to incorporate and to utilize the hardware and the software in their instructional activities. A resource unit was developed that could describe the planning and the implementation of a computer enhancement in the classroom and could serve as a model for additional pilot programs. This resource unit was disseminated statewide as part of a "First Grade Handbook."

Project goals, objectives, and procedures are outlined in this paper. In addition, evaluation tools, techniques, and results are presented. Recommendations provided as a part of the project evaluation are also presented, as well as a commentary on the actual follow-up project initiated in the fall of 1989.

"CURRICULUM MANAGEMENT VIA A SCHOOLWIDE MICROCOMPUTER NETWORKING SYSTEM: DOES IT WORK?"

Sylvia Bienvenu, St. Martin Parish School System, and Carol Scott Whelan and Mary Jane Ford, University of Southeastern Louisiana

Recent research has identified certain alterable variables that exist in an educational environment. Among the most significant are time-on-task, mastery of

prerequisite skills, use of formative and summative testing, mastery learning and home environment (Bloom, 1980; Berliner, 1979; Walberg, 1979). The purpose of this study was to investigate the effectiveness of a program that utilized a computer networking curriculum management system in a primary school. The program was founded by a state department of education grant of $122,000.00.

Participants were from a small rural community in a primary school. They included 265 kindergarteners, 275 first graders, 254 second graders, and 239 third graders, a total of 1,033 students. The parish-developed, criterion-referenced tests were administered to the students in the spring of 1988 and the spring of 1989. The program provided 42 Apple 2E microcomputers (one for each classroom) and connected them by a cable to a master computer equipped with a curriculum management network system.

The evaluation of the project was both process and product oriented. The process evaluation centered on assessing the appropriateness of the procedures, and the product evaluation centered on assessing the impact of the project on the students.

"PREPARING TEACHERS FOR THE USE OF TECHNOLOGY IN THE CLASSROOM"

Brenda L. Wilson and Marilyn Hodges, The University of Alabama at Birmingham

With the deluge of technological advances and the criticism of a "behind the times" attitude of schools and teachers, preparing teachers to incorporate technology into the classroom is often a formidable task. In an attempt to bridge this gap, a component of this federally-funded consortium project was to design and implement a course addressing the issues of the use of computers, telecommunications, and distant learning in two urban school districts.

The sample of 21 participants for this study was selected by their school districts on the basis of their perceived leadership qualities within their perspective schools. Participants were involved in training over a four-month period. Activities included lectures, small group discussions, video instructions, hands-on activities with computers and modems, personal journal writings, and the submission of an individual project.

The purpose of this study was to examine changes in teachers' attitude towards the use of technology in the classroom and resulting behaviors. Qualitative analysis (written evaluations, video recordings of training sessions, journal entries, and recorded verbal comments) were used to examine the data. Results indicate positive changes in attitudes that facilitated positive teacher behaviors. The process of the development of changes was described using a qualitative format.

"THE ACADEMIC ACHIEVEMENT OF JUNIOR COLLEGE STUDENTS AND COMPUTER-ASSISTED INSTRUCTION"

Warren A. Land, Mississippi State University, and Julia J. Haney, Wood Junior College

The purpose of this study was to compare the effects of traditional and computer-assisted instruction on academic achievement in a junior college psychology course. More specifically, when general aptitude and ability were controlled through using ACT scores as the covariate, there will be no significant differences in the achievement of psychology students taught through the use of traditional method and those taught through the use of computer-assisted instruction.

A current and a historical role of the junior college has been that of serving as an "open door" for higher education. This challenge has been met by the willingness of those institutions to continue searching for effective ways, including CAI, to improve teaching and learning strategies in the classroom to a very broad range of abilities and interests exhibited by their students.

The subjects were 152 junior college students. Data were collected through the use of the total ACT score and academic records. When the grade point average earned by the computer-assisted group was compared to the grade point average earned by the traditional group, no significant difference was observed. When race, age, and sex were treated as independent variables, age was found to be a significant factor at the .05 level.

THURSDAY, NOVEMBER 9, 1989

11:30 a.m. - 12:20 p.m. EVALUATION (Discussion). . . . . LaSalle

Presider: John A. Thornell, Delta State University

Presenters: "AN ANALYSIS OF THE EFFECTIVENESS OF A MASTER'S DEGREE PROGRAM FOR PREPARING TEACHERS"

Neil Amos and Herbert M. Handley, Mississippi State University

Research and evaluation are paramount to feedback and modification of teacher education, and attention should be given to the graduate level of instruction as well as the undergraduate level of instruction.

To investigate this problem, 30 graduates of a master's degree program in elementary and secondary education were visited in their schools by a team of trained interviewers to determine their effectiveness as teachers after completion of their degree programs. These 30 alumni were randomly selected from a list of 180 graduates in the previous two years. Participants were evaluated on their teaching competencies using the Mississippi Teacher Assessment Instruments. Structured interviews were conducted, a follow-up questionnaire was administered, and an assessment of their teacher morale was gathered by responding to the Purdue Teacher Opinionnaire.

Students were complimentary regarding their work in research design, but were critical of some courses in other areas. Emphasis was more on historical rather than current or futuristic issues. They were somewhat critical of teaching styles of professors in academic areas. A real unmet need was expressed in working with real students in contemporary classrooms.

Graduate level professional education courses need to be reviewed for relevance. Classes need to be participatory and focused on real problems and issues.

"THE ARKANSAS MPT, MAT6, AND THE NEW STANDARDS: 103 ELEMENTARY TEACHERS RESPOND"

John H. Buckner, University of Kentucky, and Robert L. Kennedy, University of Central Arkansas

The MPT, MAT6, and the new standards have had an impact on the teachers of Arkansas, as suggested by a sample of 103 elementary teachers. Through interviews, teachers indicated a margin of favor for the testing and the standards. Strong points seemed to be usefulness of the tests for diagnostics and comparison, while increased pressure and teaching to the test were drawbacks. Several teachers felt that using only the MPT, for retention purposes, was unwise.

The primary flaw in the new standards seems to be a lack of adequate funding to ensure their full implementation. Other problems listed were perceptions of inconsistent implementation and vague interpretations of the standards. Despite the problems, several teachers stated that they were needed or long overdue.

It seems, though, that there is still some misunderstanding among some teachers and administrators about the tests and standards and how they should be used and interpreted. Classroom instruction and staff development time for discussions and explanations of the tests and standards may be needed.

"ADMINISTRATORS' RATINGS OF PUBLIC SCHOOL TEACHERS' TEACHING EFFECTIVENESS"

John Follman, University of South Florida

Reported is a review of the research of administrators', especially principals', ratings of teachers' teaching effectiveness. The format is: history of administrators' ratings, arguments against ratings, attitudes of teachers toward principals' ratings, studies reporting reliable use of principals' ratings, studies reporting unreliable principals' ratings, influences on unreliability of ratings, correlates of administrators' ratings, construct validity, the recent spate of relevant studies, and remediates. It was concluded that administrators can rate teachers reliably, that a composite of raters is desirable, rating training is probably necessary, and the conditions of successful rating are specified.

THURSDAY, NOVEMBER 9, 1989

11:30 a.m. - 12:20 p.m. ADMINISTRATION (Discussion). . . . .Arkansas Tennis Hall of Fame

Presider: Sam Lucas, Memphis State University

Presenters: "THE RELATIONSHIP OF ADMINISTRATORS' EXPERIENCE AND TEACHERS' ACCEPTANCE OF AUTHORITY"

Sam T. Wilkes, Mississippi State University

The purpose of this study was to investigate the relationship of the administrative experience of principals' and teachers' acceptance of authority. Total respondents included 41 teachers from three selected elementary schools where the principal was in the first year of experience and 59 teachers from three selected schools where the principal had five or more years of experience. The instrument utilized to measure the acceptance of authority by teacher was the Zones of Indifference. Analysis of variance and discriminant analysis were used to analyze the data. No significant differences were found in either factor or total score of the Zones of Indifference instrument, but discriminant analysis revealed that 41 items of the instrument did indicate significant differences. It was found that 87% of the variance in teachers' responses to the items could be determined by the experience level of the administrators.

"AN ANALYSIS OF SELECTED DEMOGRAPHIC VARIABLES CONCERNING KENTUCKY SCHOOL SUPERVISORS"

Michael D. Richardson, Margaret Sims, Robert Prickett, and Dwight Cline, Western Kentucky University

The instructional supervisor has a tremendous impact on current and future educational programs; however, little demographic or attitudinal data were available concerning these educators. A survey instrument was designed, field tested, and mailed to all instructional supervisors in Kentucky as identified by state department of education records. A sufficient response allowed statistical inference to the entire population.

The respondents had an average of approximately 10 years of experience as an instructional supervisor. They reported that they were satisfied with their jobs. The major constraints on the supervisor were too many responsibilities and lack of time. The respondents were almost equally divided between male and female, but were almost exclusively white.

The supervisors attended conventions, typically state, and read the major educational journals. Most obtained their graduate degrees from state universities, although many attended private undergraduate institutions. They entered the profession to be of service by improving the conditions of education and by exhibiting leadership.

Most of the supervisors worked in small school districts and were responsible for supervisory activities in grades K-12. Almost 85% of the supervisors plan to retire in the next 10 years, and almost 50% plan to retire in the next five years.

"COMPARISONS BETWEEN SUPERINTENDENTS' USE OF TIME MANAGEMENT AND APPLICATIONS TO EDUCATIONAL PROBLEMS"

Barbara B. Schaer and Bettye B. Burkhalter, Auburn University, and Mary Louis Mickler, The University of Alabama at Birmingham

This study investigated the stability of superintendents' views of their time management skills and their application to educational problems. Canonical correlation was used to obtain estimates of the relationship between the two sets of variables on three random samples of superintendents. The first sample of 164 superintendents was obtained two years before a second random sample of 302. This second set was randomly split into two samples of 134 and 112 in order to estimate concurrent stability of the sets. Standardized variate scores were multiplied by the standardized scores in each sample, and correlations between measures by sample were transformed into Fisher's Z correlations and tested for significance.

Three significant canonical correlations resulted between the two sets of 20 time management skills and 25 educational problems in each of the three samples. However, standardized variate scores for each set across samples did not cross-validate.

Results of this study indicated that time management skills are considered essential by superintendents and that they are significantly related to educational problems. Correlations of variate scores between samples indicated that time management skills were relatively stable, but educational problems were unstable. It was concluded that superintendents have developed time management skills as a part of their administrative style, whereas educational problems by district are unstable and unpredictable.

"AN ANALYSIS OF ADMINISTRATIVE COMPUTER USE BY SECONDARY PRINCIPALS IN KENTUCKY"

Michael D. Richardson, Darrell Whitten, and Robert Prickett, Western Kentucky University

This study was undertaken to determine the status of computer use by the secondary principals in the Commonwealth of Kentucky. A review of the literature indicated that very little research had been conducted nationwide regarding administrative computer use in the nation's schools. When the review of literature was narrowed to Kentucky, only one article was found that gave any insight into what Kentucky's secondary school principals were doing in regard to administrative computer use.

A survey was developed and sent to all secondary school principals in the state. The data were collected and presented in tabular form to analyze exactly where Kentucky secondary school principals stood in regard to computer knowledge, training, commitment, plans, and use.

The results of this survey revealed that the majority of Kentucky's secondary school principals are woefully uninformed and poorly trained to use computers in the management of their schools. The result of the lack of information and training revealed a situation where computers were, at best, being used haphazardly and inefficiently.

Procedures recommended by this study include mandatory training and inservice for the existing and future secondary principals as well as some direction and guidance being provided by the Kentucky State Department of Education regarding computer hardware and software standardization so that an effective and efficient information management system may be developed for both the local school district and the state as a whole. It was also recommended that there was the need for additional emphasis regarding computer use in the administrative areas of Kentucky's schools.

11:30 a.m. - 12:20 p.m. INTEGRATION OF FINDINGS FROM EDUCATIONAL AND PSYCHOLOGICAL RESEARCH: IMPLICATIONS FOR CLASSROOM TEACHING (Symposium). . . . . .Arkansas River

Organizer: Kevin R. Hughes, Western Kentucky University, and Alys M. Hayden, The University of Alabama

Discussant: Doris L. Redfield, United States Department of Education (OERI)

Presenters:

"EXPERIMENTAL PSYCHOLOGY"
Alys M. Hayden, The University of Alabama

"EDUCATIONAL PSYCHOLOGY"
Kevin R. Hughes, Western Kentucky University

"EDUCATIONAL RESEARCH"
Marcia R. O'Neal, Muscogee County (GA) School District

Similar topical questions are posed and researched by experimental psychologists, educational psychologists, educational researchers, and classroom teachers. However, these seemingly disparate "disciplines" frequently do not acknowledge their similarities of interest, nor do they cross disciplines and share research findings. The example to be discussed in this symposium is a primary target of educational and psychological research: human learning.

The first three presentations will relate each respective researcher's specialized area of interest to the common subject matter of learning. The first

presentation, "Experimental Psychology," explores ways in which the findings from basic psychological research addressing learning can be conveyed to and successfully implemented in the applied setting of the classroom. The second presentation, "Educational Psychology," will address the need for and a manner in which to provide assistance to the classroom teacher with research findings that will better enable students to learn. The third presentation, "Educational Research," proposes methods by which research findings via evaluation and assessment can assist the classroom teacher in promoting student learning on a daily basis.

The final presentation is devoted to a discussion of the implications of psychological and educational research for the classroom teacher. An invited critic/discussant with expertise in psychological research, educational research, and classroom teaching will comment following the presentations.

11:30 a.m. - 12:20 p.m. CURRICULUM (Discussion). . . . . Arkansas Valley

Presider: William F. Ferguson, University of Southern Mississippi

Presenters: "PERCEPTIONS OF PRINCIPALS, TEACHERS, AND CHAPTER I TEACHERS REGARDING AN IN-CLASS MODEL FOR CHAPTER I STUDENTS"

Joan M. Buckley, Birmingham (AL) Public Schools

There is no conclusive evidence to support the overwhelming use of pullout models in Chapter I instructional programs. Pullout models provide instruction for the lowest functioning students in a different setting, whereas in-class models provide instruction within regular classrooms.

In 1984, the Birmingham City Schools changed its delivery of compensatory educational services from a pullout to an in-class model because of documented program ineffectiveness in this system using a pullout. Since the adoption of an in-class model, the Birmingham Chapter I program has consistently shown significant gains each year. The purpose of this study was to examine the perceptions of principals, classroom teachers, and Chapter I teachers in six critical areas regarding this model. Specific areas examined were: (1) program coordination, (2) classroom disruption, (3) time on task, (4) scheduling, (5) student stigma, and (6) teacher autonomy.

A researcher-developed survey was administered to 62 principals, 98 Chapter I teachers, and 157 regular classroom teachers. Data were examined to assess differences between the categories for the three groups. Analysis of variance procedures yielded significant differences ($p=.05$) for all categories. However, these differences were not substantively significant except for the program coordination category. Implications of these findings will be discussed.

"THE RELATIONSHIP BETWEEN AT-RISK SCORES AND SCHOOL EFFORT SCORES OF MISSISSIPPI STUDENTS IN GRADES FOUR, SEVEN, AND TEN"

Lamar Moody and Gloria Correro, Mississippi State University

This study sought to determine the relationship between at-risk scores and school-effort scores of Mississippi students in grades four, seven, and ten. Students with at-risk scores in the top quartile nationally were selected.

The samples included 26 fourth-grade, 79 seventh-grade, and 82 tenth-grade students. The data source was the Mississippi schools included in the Phi Delta Kappa nationwide study of students at risk. The school effort score was a sum of efforts made to assist each at-risk student. The at-risk score was a sum of weighted factors determined by research to be associated with a student being at risk of failing in school or failing in life. Simple product-moment correlation was used to determine statistical relationships.

Correlations obtained were: fourth-grade, .26; seventh-grade, .11; and tenth grade, .08. None were significant at the .05 level. School effort scores did not rise as at- risk scores rose. Effort scores were uniformly low at each grade level for students with high at-risk scores. Approaches to working with at-risk students should be an immediate concern of public schools in Mississippi and should also receive top priority consideration in current reform in teacher education.

"THE RELATIONSHIP BETWEEN PRINCIPALS' PERCEPTIONS OF EFFECTIVENESS OF STRATEGIES TO PREVENT 'AT RISKNESS' OF STUDENTS AND THE REPORTED USE OF THE STRATEGIES IN THEIR SCHOOLS"

Lamar Moody and Cynthia Anne Montgomery, Mississippi State University

This study sought to determine the relationship between principals' perceptions of the effectiveness of selected strategies to reduce "at riskness" of students and the reported use of the strategies in their schools.

The samples included 94 elementary, 86 middle, and 96 high school principals who reacted to 30 selected strategies. Data were derived from national data created by Phi Delta Kappa's study of students at risk.

The percentage of principals declaring each strategy effective and the percentage indicating the use of the strategy were calculated separately for each school level. The 30 strategies were then rank ordered for "effectiveness" and "use" for each school level. Rank order correlations were used to determine statistical relationships.

Correlations obtained were: elementary principals, .44; middle school principals, .47; and high school principals, .17. Highly significant relationships were obtained for elementary and middle school principals; however, no significant relationship was found for high school principals. There was a close match between the rank ordering of strategies deemed effective by elementary and middle school principals and the reported use of the strategies in their schools. High school principals need to determine reasons why a match between effectiveness and use of strategies was not found at that level.

11:30 a.m. - 12:20 p.m. TEACHER EDUCATION/PROFESSIONAL CERTIFICATION (Discussion) . . . . . .B. Finley Vinson

Presider: Avis Ruthven, Mississippi State University

Presenters:

"A COMPARISON OF SPECIAL EDUCATION MAJORS ENROLLED FIVE YEARS AGO AND CURRENTLY ENROLLED: A PILOT STUDY"

Jimmy D. Lindsey, Southern University; L. Quinn Head, Jacksonville State University; Earl H. Cheek, Louisiana State University; and Henry F. Thibodeaux, III, University of West Florida

A major concern in teacher education, particularly special education (SPE), has been the quality of undergraduate majors. It was the purpose of this study to determine whether or not changes have occurred in the ACT scores and GPA's of SPE majors enrolled five years ago and enrolled today.

Forty SPE majors enrolled five years ago and 40 currently enrolled participated in this study. Two-way ANOVA and Pearson correlation procedures were used to process the data. Independent variables were year enrolled (five years ago vs. today) and academic standing (juniors vs. senior). Dependent variables were the students' ACT scores and GPAs.

Results indicated that year enrolled and academic standing did not affect ACT scores, $F(1, 76) = 0.032$, $p>.05$ and $F(1, 76) = 0.343$, $p>.05$, respectively. Nor did they affect GPAs, $F(1, 76) = 0.002$, $p>.05$ and $F(1, 76) = 2.913$, $p>.05$, respectively. Significant Pearson r's (ACT-GPA) were: $r = .55$ (all students), $r = .43$ (students enrolled five years ago), and $r = .68$ (student currently enrolled).

Special education faculty need not be concerned about quality changes over the past five years. Students enrolled then and now have similar ACTs and GPAs.

"VALIDATION OF SELECTED NTE CORE BATTERY TESTS AND RECOMMENDED PERFORMANCE STANDARDS FOR INITIAL LICENSURE OF PROFESSIONAL SCHOOL SERVICE PERSONNEL IN TENNESSEE"

Harry L. Bowman, John R. Petry, and Ernest A. Rakow, Memphis State University

A study was conducted in 1988-89 with the NTE Core Battery Communication Skills and General Knowledge Tests for potential use in the initial licensure of Professional School Service personnel in Tennessee. State regulations require such studies to determine the validity and minimum qualifying score of such tests for initial licensure of public school personnel. Validity is addressed from two perspectives: congruence between test content and professional preparation programs (higher education faculty) and job relevance of test content (practitioners). Setting standards for valid tests utilizes data from experts (higher education faculty and practitioners) on the estimated performance of minimally qualified initial licensure applicants. Validity decisions and minimum qualifying score recommendations are made by an independent committee. A total of 118 reviewers and 10 committee members participated in the study. The results of the study were that only the NTE Core Battery Communication Skills Test is valid to use as an initial licensure test for Professional School Service Personnel (endorsements for Secondary School Counselor, School Psychologist, School Social Worker, and School Food Service Supervisor) in Tennessee. A minimum scaled score of 647 was recommended for applicants seeking initial licensure with endorsements in these four areas.

"INTERNAL CONSISTENCY AMONG SCORES IN THE TENNESSEE CAREER LADDER PROGRAM AS MEASURED BY EFFECT SIZE"

Ernest A. Rakow and Brenda McSparrin, Memphis State University

The Tennessee Career Ladder Program for teachers began five years ago. In this personnel evaluation system, 88 scores are utilized to measure five competency domains. This paper addresses one aspect of evaluating this system by determining the degree of internal consistency with which these scores measure.

Teachers being evaluated for the upper levels of the Tennessee Career Ladder are classified as Level I, II, or III based upon overall evaluation scores. Analyses were done for the 88 individual scores and their relationships to the level received by teachers evaluated during the 1988-89 school year. The paper reports score means calculated for each level, pooled within level standard deviations, and effect sizes between the levels. Since these relationships may be inflated due to the influence of part-to-whole, the analysis is repeated in which the classification into levels is done by using only scores from four competency domains, omitting the one in which the score being analyzed is a part.

These analyses show the degree to which scores contribute to the differentiation between the levels earned by teachers. It is anticipated that some scores will differentiate highly, while others will show very little relationship.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION

Presenters:

"LOCAL SITE IMPLEMENTATION OF SCHOOL-COMMUNITY RELATIONS CONFIDENCE-BUILDING MODEL" . . . . . LaHarpe

M. Nan Lintz, The University of Tennessee, Knoxville; Margie H. Carico, Blount County (TN) Schools; and Kathleen Farnum, Knox County (TN) Schools

Phi Delta Kappa's (PDK's) Handbook for Developing Public Confidence in Schools stresses that public confidence stems from information and attitudes communicated both formally and informally through networks that begin with those who work in the schools. This session displays a school-community relations model based on PDK's public confidence research and examples of how one local school and one school district in Tennessee are implementing this model.

The School-Community Relations Confidence-Building Model levels include awareness activities, setting goals for achievement, technique development, strategy development, strategy implementation, strategy assessment, and either strategy changes or high public confidence depending on the effectiveness of the model. Blount County's Townsend Elementary Staff completed the entire model to improve achievement test scores and develop community awareness of school and activities. The Knox County Karns Area Schools staff, systems administrators, and community members implemented level one of the model by conducting a community survey (with parents) to assess needs before continuing levels of the model.

The current session will show how schools developed activities, individual uses

of the model, and results of the level(s) implementation. All schools maintain that confidence levels are improving in varying degrees according to their levels of implementation.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION. . . . . LaSalle

Presenters: "UNDERSTANDING FRACTIONS: A DEMONSTRATION OF THE USE OF HYPERMEDIA TO INTERPRET AND APPLY RESEARCH RESULTS"

Mary Louise Witherspoon, Linda Barron, Elizabeth Goldman, John Harwood, and Rhonda Vansant, Vanderbilt University

Results from the National Assessment of Educational Progress indicate that children's understanding of the basic concepts of fractions is weak and that they have difficulty solving problems where understanding or manipulation of fractional numbers is required. It is important to know what causes these difficulties if we are to improve instruction in this area. This presentation will describe potential misconceptions in learning fractions and will illustrate instructional practices that are likely to reinforce or correct these misconceptions. The information is based on a review of the literature on teaching and learning fractions and on an analysis of a series of videotaped interview/tutoring sessions conducted by the principal author.

Individual and classroom excerpts illustrating the misconceptions were made into a videodisc and a HyperCard stack developed to link video examples to the literature on teaching and learning fractions. HyperCard allows the viewer to access illustrations of the misconceptions in a classroom context and to see discussions or literature citations related to the misconceptions. This medium for reporting and interpreting research has potential for making research more meaningful to the practitioner.

"CHILDREN'S MISCONCEPTIONS IN SUBTRACTION: ANALYZING INSTRUCTION USING INTERACTIVE VIDEODISC TECHNOLOGY"

Linda Barron, Otto Bassler, Elizabeth Goldman, and John Harwood, Vanderbilt University

This presentation will show how a videodisc with HyperCard link can be used in a presentation or interactive mode to illustrate different aspects of teaching and learning subtraction. This disc contains two edited versions of subtraction lessons taught by a practicum student and her cooperating teacher in a first-grade class. The HyperCard stacks allow the viewer or presenter to focus on a number of different aspects of instruction; for example, interpretations of subtraction, constructing meaning in mathematics, multiple representations in mathematics, self-analysis of teaching, and others.

Two aspects of this application are significant: (a) the interative mode suggests that materials such as these can be used in a hypermedia laboratory or library, and (b) the use of HyperCard as mathematics education, psychology, sociology, etc. encourages the analysis of teaching and learning from a variety of discipline perspectives. One criticism of teacher education is that the traditional format for foundations and methods courses does not provide a context for the theoretical information presented in the courses. Technology can help provide this missing context.

"USING VIDEODISC TECHNOLOGY TO PROVIDE PROBLEM SOLVING CONTEXTS"

Linda Barron, Mike Young, and Bill Corbin, Vanderbilt University

This session will demonstrate the use of videodiscs to provide story contexts to serve as "anchors" for instruction and problem solving in middle school mathematics, science, and social studies. Preliminary evaluation results indicate that problem solving instruction provided within video real-life contexts facilitates problem formulation and planning skills as compared to more traditional instruction in problem solving. In a seven-day study with fifth graders, the experimental group was instructed in solving a complex (17-step) problem presented in a river adventure story. Experimental students were significantly more successful than control students at formulating and solving

problems of similar complexity. Experimental group instruction involved the use of a videodisc controlled by a computer menu. Control students received instruction in traditional word problems.

The session will also show how a HyperCard database can be linked to the videodisc to allow: (a) students to explore related topics using the video story as a context, (b) students to develop and "publish" their own data related to the story context, and (c) teachers to relate the video to a text or existing curriculum.

"IMPLICATIONS OF EXPERT/NOVICE RESEARCH FOR TEACHER EDUCATION: VIDEODISC MATERIALS FOR USE WITH PRESERVICE TEACHERS"

Elizabeth Goldman, Linda Barron, Otto Bassler, and John Harwood, Vanderbilt University

This demonstration will show how expert/novice research on teaching can be used to identify a set of potential difficulties for beginning teachers and how these potential problems can be addressed through the use of videodisc technology. The videodisc used in the presentation contains edited versions of a science lesson on measurement taught to one class by a practicum student and to another by her cooperating teacher. The disc format allows the viewer to focus on the contrasts between beginning and experienced teachers and illustrates a number of points found in the expert/novice literature in teaching. The disc also contains a self-analysis of the practicum student's lesson with her discussion of how the lesson might have been improved.

Evaluation of the use of these materials with preservice teachers indicates that the beginning teachers value the use of their peers as models. They find the discussion of common problems of novice teachers reassuring, and they realize that we (and the cooperating teachers) do not expect them to perform as experts in their beginning field placements.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION. . . . . .Arkansas Tennis Hall of Fame

Presenters: "THE MEDIA JOURNAL AS AN APPLICATION OF KOLB'S EXPERIENTIAL LEARNING THEORY"

Jane Furr Davis, Christian Brothers College, and Todd M. Davis, Memphis State University

Kolb's Experiential Learning Cycle may be described as a four-step process: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. It has been shown that learning is enhanced and greater retention occurs when all four modes are used. An activity that encompasses all four steps is the Media Journal.

The Concrete Experiences phase is accomplished by looking in the media for information concerning the course topic. Reflective Observation occurs when the student considers his/her own reaction to the media and includes this in the journal entry. While abstract conceptualization occurs throughout the term as the students see underlying commonalities in the media entries, the end-of-the-term summary of the experience formally requires the student to engage in abstract conceptualization. Active experimentation may occur anytime during the term as the students become more aware of related events in the community choose to become involved.

This display will visually illustrate Kolb's Learning Cycle and provide a fuller explanation of the Media Journal application of the cycle. Approximately 30 student journals will be available as examples. Participants will be able to see the development and change in the students as their entries progress throughout the journals.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION. . . . . .Arkansas River

Presenters: "USING SCHOOL INCENTIVE AWARDS TO ENHANCE EXCELLENCE: AN ANALYSIS OF PROTOTYPES

Darrell H. Garber and Catheryn J. Weitman, Louisiana Technological University

Essentially, a school incentive program attempts to put the business model into use in the nonprofit world. The range of programs varies from focusing on just meeting minimum standards to allowing schools to apply for improvement grants to competing between like schools for awards. Of the state departments that have submitted information on statewide school incentive programs, a structure for prototypes is presented.

The significance of this display is that it focuses on the newest reform strategy that is quickly surfacing across the United States. The issue of school incentives as a means to increase the effectiveness of public education is an intriguing concept.

State departments were surveyed in the spring of 1989 for information regarding their current use of school incentive programs at the state level. Follow-up telephone calls were made for clarification and verification of programs.

Summation charts and models of current statewide school incentive programs will be displayed. These displays include patterns of school incentive award programs, stratification methods, incentive criteria, and stratification factors.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION. . . . . Arkansas Valley

Presenters: "THINKING SKILLS AND PROPAGANDA DETECTION"

John L. Price and George A. Mann, East Central University

Our youth are bombarded by propaganda as individuals, corporate entities, and governments seek to influence them and persuade them into behaviors that might not otherwise occur. Indeed, judging from the sometime frenzied efforts and the expenditure of megabucks to entice our young into believing, buying, and bingeing, it seems as if the overt and covert persuaders think that it is a surety that nothing less will produce the results they desire.

This presentation centers on this central concern and is designed to enhance the application of thinking skills in this area by clarifying 15 propaganda devices used to influence opinion through the manipulation of symbols including words, signs, and pictures. These 15 tactics are identified and illustrated. Suggestions will be given regarding how teacher educators may help teachers employ these in enhancing students' thinking skills.

This display session will consist of illustrative posters, informal discussion, and a summarizing paper for distribution. The emphasis is on identification, illustration, and incorporation of these concepts and materials into the present curriculum in an integrated format.

1:00 p.m. - 1:50 p.m. DISPLAY SESSION. . . . . .B. Finley Vinson

Presenters: "MSCALE: SOFTWARE FOR ANALYSIS OF TESTS AND RATING SCALES"

Betty A. Bergstrom and Ruth P. Eavenson, University of Chicago

MSCALE is a computer program designed by the MESA Psychometric Laboratory at the University of Chicago under the direction of Rasch measurement model pioneer, Professor Benjamin Wright. Based on the Rasch model, MSCALE analyzes tests and rating scales and constructs measurement scales on which item difficulty, person ability, and fit of the model to the data are estimated.

The display will include general information about the benefits of using MSCALE in analyzing tests and rating scales, and charts and tables from an actual analysis of an attitude scale. Information on obtaining MSCALE and accompanying manuals will be available.

2:00 p.m. - 2:50 p.m. DISPLAY SESSION. . . . . LaHarpe

Presenters: "A STATE ENTRY-YEAR TEACHER PROGRAM AND TEACHER EDUCATION"

John L. Price and George A. Mann, East Central University

Individuals and various reform-oriented publications have been calling for the improvement of teacher education with greater frequency and urgency for the past several years. One of the responses made by the state of Oklahoma was to improve the teacher induction process. An entry-year teacher program was designed to accomplish this.

A teacher candidate proceeds through an approved teacher preparation program in the accustomed manner, but then the difference begins. The graduate who has met all of the usual criteria to be certified to teach in the state receives a one-year license rather than the standard five-year credential. This teacher-to-be seeks employment in this state as a teacher, is hired, and an Entry-Year Assistance Committee (EYAC) is established to observe and evaluate his/her first year of teaching.

This presentation will feature informal discussion and explanation of this program, including how it began, how it functions, some successes and problems, and status relative to plans. A chart will be displayed that provides much of this information in a sequenced format, and a paper will be given that contains similar material plus copies of forms used to administer the program.

2:00 p.m. - 2:50 p.m. ADMINISTRATION/DISCIPLINE (Discussion) . . . . . LaSalle

Presider: Anne G. Tishler, University of Montevallo

Presenters: "THE RELATIONSHIPS AMONG SCHOOL CLIMATE, GROUP INTERACTION, AND LEADER BEHAVIOR IN A SELECTED JUNIOR HIGH SCHOOL"

Walter E. Sistrunk, Mississippi State University, and Leslie Johnson and Johnny Lee Kennebrew, Yazoo City (MS) Public Schools

This study investigated the school climate, interactions of teachers, and perceived leader behavior of the principal in a junior high school. Respondents included 38 teachers, 30 students, 30 parents, the principal, and six other administrators. Instruments used were the School Climate Survey, the Lead Self/Lead Others of the LBAII, and the Group Interaction Scale. Date were converted to standard scores, then analysis of variance was used to analyze the data. Post hoc tests included the Scheffe. Differences were found in the preceptions of all three groups of the school climate. Teachers perceived the climate more negatively than other groups. Leader behavior was perceived differently by teachers, the principal, and other respondents. Other results, such as the interaction of variables, were found.

"ATTITUDES TOWARD ASSERTIVE DISCIPLINE"

Kay Mitchell, Quitman (MS) Public Schools, and Gary Benton and Gloria Dianne Harvey Richardson, Mississippi State University

This study was based on a staff development survey of attitudes of teachers in the Quitman, Mississippi, School District toward an assertive discipline plan. The 26-item instrument was designed by the reseachers and attained a Cronbach Alpha reliability coefficient of .70. The instrument was scored on a Likert scale. One way analysis of variance was used to compare each item with the variables of level (elementary, junior high, high school), gender, and years of experience. Significant differences, as determined by Scheffe post hoc results, were indicated between elementary and high school and between junior high and high school for item 25. Items 5, 6, 17, 19, 22, 24, and 26 were significant with level or years of experience; Scheffe results for these items did not differentiate among groups.

Findings indicate that the instrument is sufficiently reliable to be used with other samples. Further research on attitudes toward assertive discipline is warranted.

"CORPORAL PUNISHMENT: IS IT USED IN A DISCRIMINATORY MANNER?"

John R. Slate, Phillip B. Waldrop, Emilio Perez, and Joseph E. Justen, III, Arkansas State University

Recent data indicate that corporal punishment is administered differentially depending on sex, race, and age and not solely on the basis of a student's misbehavior.

even though no research indicates paddling is more effective with one sex, one race, or one age group over another. The purpose of this paper is to examine the differential application of corporal punishment.

Boys are paddled more often than girls at a ratio of 25: 1 and account for 80% of corporal punishment incidents. Principals and teachers are more likely to paddle males than females and recommend more severe punishment for males.

Black students were involved in 31% of the 1.1 million instances of corporal punishment in public schools in 1986. Nationwide, 5.22% of black students received corporal punishment, while only 2.28% of whites and 2.06% of Hispanics did. In Arkansas, 22.57% of black students were paddled, compared with 10.99% of whites and 5.64% of Hispanics.

Other data indicate that junior high students are more frequently paddled, and that a principal's sex is related to the use of paddling. Because of its discriminatory application, corporal punishment should be eliminated from the public schools.

2:00 p.m. - 4:00 p.m. COMPUTER-BASED PRESENTATION GRAPHICS . . . . . .Arkansas Tennis Hall of Fame

Trainers: Darrell G. Beauchamp and Robert L. Kennedy, University of Central Arkansas

The increasing availability of microcomputers for educational applications has provided a mechanism for educators to enhance their professional presentations. Unfortunately, many educators lack the knowledge necessary to fully utilize the microcomputer's capabilities. The purpose of this training session is to share the types and effectiveness of presentation graphics, methods of presenting, hardware and software needs, and examples of presentation graphics, to enable the participants to communicate their ideas both graphically and professionally. The presentation will include a demonstration, using a computer and printer, of the graphics production process. Handouts that examine the preparation needed to develop the components of a presentation will be provided.

2:00 p.m. - 2:50 p.m. QUANTITATIVE AND QUALITATIVE METHODS IN SURVEYING GRADUATE STUDENT ATTITUDES (Symposium). . . . . .Arkansas River

Organizer: Robert K. Roney, The University of Tennessee, Knoxville

Presenters: "GRADUATE STUDENTS' ATTITUDES: AN EXPLORATORY STUDY"
Frances C. Fowler and Fred W. Patterson, The University of Tennessee, Knoxville

"COMING BACK: AN ETHNOGRAPHIC VIEW OF GRADUATE STUDY IN EDUCATION"
John A. Reaves, The University of Tennessee, Knoxville

"DEVELOPMENT OF THE SURVEY INSTRUMENT"
Cynthia M. Gettys and Linda D. Smith, The University of Tennessee, Knoxville

"NEEDS AND CONCERNS OF COLLEGE OF EDUCATION GRADUATE STUDENTS"
Robert K. Roney, The University of Tennessee, Knoxville

"SYMPOSIUM OVERVIEW"

Although information about students' attitudes and concerns could be useful in improving graduate programs, virtually no research in this area exists. Therefore, an original instrument was designed and administered to 408 graduate students at a large southern university. Quantitative and qualitative methods were used in developing the instrument in order to obtain maximum validity. Three of the individual papers focus on stages in the development of the instrument, and the fourth presents results.

"GRADUATE STUDENTS' ATTITUDES: AN EXPLORATORY STUDY"

THURSDAY, NOVEMBER 9, 1989

In a pilot study conducted as part of a research methods course in an Educational Leadership Department, a 12-item questionnaire using a five-point Likert scale was administered to a random cluster sample of 173 graduate students in the College of Education. It was found that students were more satisfied with their instruction than with the way programs were administered. Ed.D. students were significantly less satisfied with the communication of their program requirements than were Ph.D. students. Demographically, the sample conformed to descriptions of "nontraditional students" found in the literature, since 62% were female and 60% were over 30 years of age.

"COMING BACK: AN ETHNOGRAPHIC VIEW OF GRADUATE STUDY IN EDUCATION"

Fifteen graduate students from the College of Education were interviewed for approximately one hour each, using a schedule adapted from the pilot study questionnaire. Expanded accounts of the interviewer's notes were analyzed using an analytic induction technique. In addition to the concerns expressed in the pilot study, the subjects reported stress related to insufficient money and time, concern about their advisers, and the belief that part-time study is less satisfactory than full-time study. Expansion of the demographic section to include the number of hours pursued and inclusion of questions concerning advisement was recommended.

"DEVELOPMENT OF THE SURVEY INSTRUMENT"

The final instrument was a synthesis of the original pilot study questionnaire, the ethnographic study, and an open-ended questionnaire. It included 15 demographic items and 77 Likert-type items in five domains: (1) administration, (2) faculty, (3) courses/curriculum, (4) facilities, and (5) personal concerns. Each question was discussed and refined. The instrument was field tested at a sister university and then revised once more for clarity and readability before it was administered.

"NEEDS AND CONCERNS OF COLLEGE OF EDUCATION GRADUATE STUDENTS"

Using the demographic categories, the data were analyzed with numerous cross-tabulations. Because the sample -- though relatively large -- was a cluster in nature, analysis consisted of means by scale and individual items. Results included the predictable (concerns about parking and financial aid), the hoped for (a high regard for faculty), and the unexpected (concern for better orientation and job placement and a higher-than-expected evaluation of the registration process).

Time will be allotted at the end of the symposium for audience questions and discussion.

2:00 p.m. - 2:50 p.m. EVALUATION (Discussion). . . . . Arkansas Valley

Presider: Evelyn M. VanDevender, University of South Alabama

Presenters: "POSTSECONDARY PROGRAMS' MUSICAL INDEPENDENCE AND RELATED ACADEMIC/MUSICAL EXPERIENCES"

Gordon C. Bobbett, Union College (Barbourville)

Program evaluation, recruitment, and scholarships are three justifications for developing postsecondary instrumental standards. This study determined the: (1) utility of the "musical independence" (MI) concept as a standard musical achievement, (2) utility of Colwell's Music Achievement Test 3 (MAT3) to assess postsecondary instrumental musical independence, and (3) relationship of musical and academic experiences to test results.

Colwell's MAT3, a four-part, validated, music achievement test utilizing auditory perception, was administered to 51 students in The University of Tennessee's Wind Ensemble (WE) and 72 students in the Campus Band (CB). In addition, demographic data, such as music/non-music major, class, high school/college academic achievement, time practiced, music scholarships, recitals, and other high school musical experiences, were collected for each subject.

The WE members scored significantly greater ($p<.05$) on MAT3 than the CB, were

better academic students, practiced more, and participated in more high school music activities. Additionally, the MAT3 results reflected an increase in MI from freshman to graduate students.

Among the conclusions were that MI: (1) is a viable benchmark on which to assess instrumental music programs, (2) can be evaluated using Colwell's MAT3, (3) appears to be a holistic concept rather a single musical skill, (4) is enhanced by more practice time, and (5) is positively related to academic achievement.

"ASSESSING ECONOMIC IMPACT OF COMMUNITY COLLEGE ENGINEERING TECHNOLOGY GRADUATES"

Audrey M. Cullen, Delgado Community College

A five-year follow-up study of Engineering Technology graduates of Delgado Community College was designed and implemented to determine one level of estimated economic impact of the Engineering Technology Division, its graduates, faculty, and staff in the Standard Metropolitan Statistical Area (SMSA) of Orleans, Jefferson, St. Tammany, St. Charles, St. John, and St. Bernard. Research attempted to determine what happens to Delgado Engineering graduates once they leave the college in relation to place of residence, present occupation and college major, income and expenditures, and present educational achievements. Graduates from 1982-1986 were surveyed via a written questionnaire to obtain information needed to calculate an estimate of direct and indirect economic effects of the Engineering Technology Division. Information regarding faculty and staff and college expenditures was gathered from college records for the same period of time. The American Council on Education (1971) guidelines were used in calculating data collected.

Results show an estimated economic impact in the greater New Orleans area of over $5,000,000 annually. It was suggested that the College may want to do a more comprehensive analysis of the economic impact it has on the New Orleans area.

"GERIATRIC EDUCATION CENTERS: AN ANALYSIS OF POLICY IMPLEMENTATION"

Carol H. Pullen, East Tennessee State University

A policy by the Bureau of Health Professions to expand education and training efforts in geriatrics and gerontology led to the creation of the Geriatric Education Centers. The purpose of this paper is to examine variables affecting the implementation process by using a conceptual framework developed by Sabatier and Mazmanian.

In this model, three categories of criteria are identified. The first category pertains to the tractability of the problem. The second category concerns the ability of the policy itself to structure the implementation process. Political support and socioeconomic conditions are the primary components that are influential in the third category.

Personal and phone interviews with representatives from the Bureau of Health Professions and a regional geriatrics center were used to determine the influence of specific variables. Overall, the Geriatric Education Centers have been successfully implemented with the policy statute being the most influential factor in the initial implementation. The first category appears to be problematic, and implications of the third category will be discussed. Although this framework is helpful in evaluating the implementation of the present geriatric centers, the results obtained will provide significant data to utilize in planning the establishment of new centers.

2:00 p.m. - 2:50 p.m. ATTITUDES (Discussion) . . . . . .B. Finley Vinson

Presider: Deborah L. McCormick, Chief of Naval Technical Training

Presenters: "BARRIERS TO FACULTY INVOLVEMENT IN GRANT-RELATED ACTIVITIES"

Irene Gallaher, University of New Orleans, and Larry G. Daniel, The University of Southern Mississippi

Opportunities for funded research serve as a major incentive for scholarly

productivity among college and university faculty members. Yet, considering the number of activities that compete for faculty members' time, grant-related activities are frequently neglected. The present study sought to determine some of the barriers that impede on college of education faculty members' involvement in grant activities. Data were collected via structured interviews with selected college of education faculty members at a large public university.

Three major impediments to funded research activities were identified: lack of procedural information, lack of information about funding sources, and lack of a clearly-defined system of rewards for those who obtain external funding. Other impediments were also identified. Based on these findings, a number of recommendations were established for improving faculty involvement in grant-related activities.

"ATTITUDE CHANGE AS A RESULT OF POSITIVE CLINICAL GRADING IN A DENTAL HYGIENE PROGRAM"

James F. Gardiner, Geri M. Waguespack, and Diana M. Lancaster, Louisiana State University School of Dentistry

Research into the evolution of professional students' individual and class attitudes has shown an increase in cynicism and a change from a more to less positive view of their education. The negative emphasis of the traditional clinical grading system might be one factor contributing to this attitude change.

In 1987, the Department of Dental Hygiene changed grading from negative to positive. Where before students lost points from incorrectly performed procedures, they now earned points for correctly done ones. A semantic differential test was used to measure changed attitudes toward the new grading system. Besides the concept "clinical grading system," two other relatively stable concepts were tested. Analysis of variance was performed with Duncan Multiple Range follow-up t-tests.

There was a statistically significant improvement in the dental hygiene students' attitudes toward the new grading system, and a slight though statistically non-significant improvement in their attitudes toward the other concepts. This improvement was seen to erode in retesting at the end of the year, but was still higher than at baseline. Although students' attitudes toward the positive grading system improved, there was no effect on student performance as measured by year end grades.

"RELIEVING TEST ANXIETY AND IMPROVING STANDARDIZED TEST SCORES"

Tommy R. Harrison and Nancy L. Monroe, Rapides (LA) Parish School Board, and Sandra W. Long, Louisiana State University, Shreveport

Evaluation anxiety and stress adversely affect student achievement. Reliance on standardized test scores has caused students to exhibit signs of stress and high levels of test anxiety. If students are to perform well on tests, they must improve their test-taking ability.

To select 136 students from five metropolitan public high schools, researchers used a modified random selection procedure. Students were pre- and posttested using the American College Test (ACT) and Spielberger's Test Anxiety Inventory (TAI). Students were also given instruction in psychology and were taught methods of relieving stress.

On the average, each of the five classes improved ACT scores and showed a decrease in the level of test anxiety. The improvement in test scores was not significant ($p<.0001$), however. A comparison of average mean scores for each class and an examination of individual increase/decrease in test scores were also done.

Overall, 66% of the students showed an increase in ACT scores; 83% showed an appropriate decrease in the TAI score. The treatment was more beneficial to females as 74% increased ACT scores; males showed a 54% increase. On the TAI, 86% of the females decreased their TAI scores, while 77% of the males decreased theirs.

"COPING STRATEGIES INVENTORY FOR STATISTICS"

Michele G. Jarrell and Judith A. Burry, The University of

Alabama, Tuscaloosa

The purpose of this paper is to present the effectiveness of the Coping Strategies Inventory for Statistics (CSIS). The inventory was written to identify high anxiety students in a statistics class.

Coping strategies are cognitive or behavioral responses used to manage anxiety. The use of coping strategies falls on a continuum from facilitative to debilitative. A factor analysis identified three dimensions (scales): behavioral acts, focus of attention, and internal dialogue/responsibility for failure. The CSIS is designed to identify students with non-facilitative coping strategies on the three scales.

The CSIS was piloted in four undergraduate and two graduate statistics classes in the College of Education at The University of Alabama, n=117.

Criterion validity was established by correlating the score on the inventory with the final grade point average in the class. A coefficient of .59 was obtained. The score was also correlated with a global question about anxiety, giving a validity coefficient of .63.

Reliability was determined through internal consistency. A Cronbach's Alpha of .88 was computed.

3:00 p.m. - 3:50 p.m. CURRICULUM (Discussion). . . . . LaSalle

Presider: Charles W. Davidson, University of Southern Mississippi

Presenters: "ATTITUDES TOWARD THE APPLICABILITY OF REQUIRED SCIENCE COURSES"

Vernon Gifford, Mississippi State University

The latest national report card, released February 1989, shows students cannot translate basic school skills to solve ordinary problems, according to ETS. Therefore, the purpose of this study was to determine the perceived applicability of and the extent to which introductory science courses are meeting the daily needs/problems of liberal arts and education majors at MSU.

The Science Requirement Survey was responded to by senior students in education (136) and liberal arts (40) during the spring semester, 1989. Students assessed the applicability of and the extent to which they used science content offered in meeting their daily needs/problems.

A three-response, Likert-type scale (Frequently-Seldom-Never) produced significant differences between education and liberal arts majors on both categories Frequently and Never. Frequently was checked by 34% of the education majors and by 14% of the liberal arts majors. Never was checked by 17% of education majors and 34% of the liberal arts majors.

If application of content is a desired outcome of education, data in this study collaborate the report by ETS and indicate that teaching methods need to be changed to emphasize higher levels of cognitive objectives.

"COGNITIVE LEVELS OF QUESTIONING DEMONSTRATED BY TEST ITEMS THAT ACCOMPANY SELECTED FIFTH-GRADE SCIENCE TEXTBOOKS"

G. P. Risner, J. I. Nicholson, and J. G. Myhan, University of North Alabama

This study sought to determine the cognitive levels of questioning of end-of-chapter test items accompanying selected fifth-grade social studies textbooks. The extent to which test items emphasized high level questioning and significant differences among texts in the distribution of knowledge and above-knowledge-level test items was also investigated. Data were derived from 500 test items randomly selected from five most widely used fifth-grade social studies textbooks in Alabama, California, Tennessee, and Texas. After obtaining an interrater agreement of .90, raters classified the items according to Bloom's six major taxonomic categories. Collectively, 394 items were judged as assessing knowledge, 92 as comprehension, eight as application items, five as analysis items, zero as synthesis items, and one as evaluation. Implications derived from the

findings of this research are based on two assumptions: (1) the use of higher order questions stimulates critical thinking, and (2) tests that accompany textbooks are important guides to instruction and evaluation. In general, it appears that high-order thinking skills are not elicited by end-of-chapter tests in social studies textbooks and that ready-make tests tend to become guides for instruction as well as evaluation.

"VALIDATION OF THE MISSISSIPPI HISTORY AND MISSISSIPPI STATE AND LOCAL GOVERNMENT CURRICULA"

Regina Procell, Mississippi State University

Curricula in many states have been designed with little or no input from educators who are directly affected by curricular changes. Therefore, this study focused on this problem and was designed to examine the scope and sequence of the preselected curricula utilizing a process that involved direct input from educators in the field.

The methodology that was used involved a three-part validation procedure: a 10-member professors' panel, an eight-member teachers' panel, and responses from the questionnaires that were mailed to all certified secondary social studies teachers.

Each objective was examined for clarity, scope, and sequence. A five-level response for each objective was recorded. Data were analyzed using independent t-tests. Means were calculated for the panels and the questionnaires based on individual objectives within the curricula.

There was no significant difference found between the panels' reactions to be individual objectives and the teachers' reactions. The revised sets of objectives for the two curricula include 39 objectives for Mississippi History with nine labeled as core skills and 70 objectives for Mississippi State and Local Government with 23 labeled as core skills.

"CURRICULUM MAPPING: CONGRUENCE OF ARKANSAS COURSE CONTENT GUIDES AND REPORTING FORMS"

Robert Calvery, Southside (AR) Public Schools; David Bell, Arkansas Technological University; and Georgine Steinmiller, Henderson State University

What are the major areas of student progress commonly reported to parents by report cards and parent teacher conference forms? These areas that are commonly reported represent the goals and objectives of the public schools.

The purpose of this statewide study was to determine the goals and objectives of the public schools in Arkansas by conducting an analysis of their reporting forms. Information was sought for the 311 school districts in Arkansas with a return rate of 171, or 55%, returning useable information.

This session will, first, provide an analysis of these reporting forms and will indicate commonalties among the forms. These commonalties reflect what is currently the operating philosophy of the public schools in Arkansas.

Secondly, the session will provide a matrix of how well these overlap with the Arkansas course content guides. These guides were developed by the Arkansas State Department to assist the public schools with identifying essential concepts in each curriculum area.

Thirdly, this session will demonstrate the importance of curriculum mapping as a tool to modify different facets of the curriculum.

3:00 p.m. - 3:50 p.m. IMPROVING LEARNING ENVIRONMENTS: A STATEWIDE COLLABORATIVE R&D EFFORT IN TENNESSEE (Symposium) . . . . . Arkansas River

Organizer: E. Dean Butler, Memphis State University

Presenters: "PROJECT OVERVIEW, SCHOOL SITE SELECTION AND TRAINING"
Marjorie Pike and Sadie Chandler, Tennessee State Department of Education

"THE RESEARCH AND EVALUATION DESIGN"
E. Dean Butler, Memphis State University

"DESCRIPTIVE PROFILES OF THE PILOT SCHOOLS"
Deborah Gilliam and Dennis Hirsch, Tennessee State Department of Education

"BASELINE SCHOOL CLIMATE PROFILES"
Marty J. Alberg and Mary J. McNelis, Memphis State University

"FACULTY AND ADMINISTRATOR PERCEPTIONS OF PILOT SITE CONDITIONS"
Suzanne Bodie Huffman and Marty J. Alberg, Memphis State University

"RESULTS OF THE STATE-LEVEL TRAINING, YEAR ONE"
Katherine Abraham and E. Dean Butler, Memphis State University

"A STUDY OF TEACHER PERCEPTIONS OF SELF-ESTEEM BUILDING CLASSROOM STRATEGIES"
Ava L. Johnsey and E. Dean Butler, Memphis State University

A developing body of literature suggests that processes occurring within K-12 classroom units (student-student and student-teacher interactions) can better explain differences in student achievement than can personal factors or school-community variables. This notion has developed in concert with the differential context hypothesis, conceptions of the classroom as an ecological unit, and the expanding research literatures on learning climates, effective schools, and characteristics of coherent organizational structures. Schools with positive social-emotional environments are associated with reflecting a system of shared values, a common agenda of activities that foster meaningful social interactions, and an ethos of caring visibly manifest in collegial relationships.

The State of Tennessee has begun a deliberate environmental change initiative, designed to achieve several goals over a five-year period. These goals include fostering more positive learning environments, respecting the diversity of teaching and learning styles, building higher levels of self-esteem for both professionals and students, reducing school drop-outs, developing more effective strategies for assisting high-risk learners, and fostering improved school-community networks. A state-funded university research center is responsible for the evaluation and research components with support for data collection provided by a state office of research and development. As a longitudinal study, the intent is to determine what school and classroom changes result from the statewide initiative and to assess the differential impact of the changes on a number of dependent variables. Thus, the research purpose is to assess the results of a large-scale deliberate environmental change initiative and to contribute to our understandings of impacts of state-level policy initiatives on teaching and learning.

A unique feature of the project involves pairing of higher education faculty-researchers with selected pilot schools to monitor developments in the sites and collect qualitative data. Various action-research projects jointly planned and implemented by teams composed of higher education representatives, school administrators, and faculty are expected to result from the faculty-school pairings. Logistics associated with these pairings will be detailed.

An overview of the state project, including goals, time frame, school site selections, plans for training of site-team leaders and school faculties, along with the research and evaluation design will be presented. Baseline school-climate profiles of the pilot sites and faculty and administrators perceptions of conditions in the schools will be summarized, along with descriptive statistical profiles of the schools. Results of the first statewide training program held in the summer of 1989 will also be highlighted, along with a typology of temperament styles of professionals involved in the project. Data to be presented were obtained from the 34 school sites selected as pilots for the 1989-90 school year. These schools enroll more than 26,000 students in grades K-12.

Symposium participants will be provided various handouts detailing the program and the research plan and receive copies of instruments utilized in soliciting data during the first year of the project.

3:00 p.m. - 3:50 p.m. PSYCHOLOGY (Discussion). . . . . Arkansas Valley

Presider: Beth Evans, Southeastern Louisiana University

THURSDAY, NOVEMBER 9, 1989

Presenters:

"HOW DO WE LEARN WHAT WE DO NOT KNOW, AND HOW DO WE KNOW WHAT WE KNOW? A REVIEW OF THE LITERATURE ON METACOGNITION"

Connie Clay, Memphis State University, and Deborah L. McCormick, Paul L. Jones, and Vickie Medley, Chief of Naval Technical Training

It has been said that teachers enter the classroom with two distinctly different kinds of goals: (1) goals concerning the product of learning (teaching content) and (2) goals concerning the process of learning (teaching how to learn). Unfortunately, many teachers focus on the product of learning and neglect the process, the vehicle that should produce the product. This deficit may be due in part to the teacher's own lack of metacognitive awareness and in part to the expectation that metacognition in students develops spontaneously as a by-product of the learners' interaction with the content area. However, some researchers argue that explicit training in metacognitive strategies (learning-to-learn) is important, especially for less skilled learners.

This paper reviews the literature on metacognition as it applies to two general questions: (1) How do students learn what they do not know?; in particular, What strategies can be used to enhance learning of knowledge/skills?; and (2) How do we know what we know?; that is, How does one develop cognitive self-awareness and self-regulation? In addition, the question of how metacognitive strategies can be taught is explored.

"VALIDITY OF A MEASURE OF PERCEPTIONS OF STEREOTYPIC LOVE"

Gloria M. Borrello and Bruce Thompson, University of New Orleans

Love is a fundamental human experience with profound implications for both society and the psychological health of individuals. Counselors can employ some recently developed measures of beliefs about love to facilitate exploration of relationships. The present study investigated the validity of the Love Relationships Scale (LRS).

Subjects were 487 adults with an average age of about 35 (SD=7.5). Data were analyzed using second-order factor analysis methods. These methods initially extract first-order factors and then rotate them to correlated positions. The first-order interfactor correlation matrix is then factor analyzed to yield second-order factors. Results in the present study were generally supportive of a conclusion that the LRS is valid, and the results shed some light on the perceptions of culturally-defined stereotypic love.

"MEDICAL SPECIALTY CHOICE AND THE OCCUPATIONAL NEEDS AND VALUES OF GRADUATING MEDICAL STUDENTS"

Russell West, East Tennessee State University

Recent research on medical education has highlighted the prevalence of specialty change among medical professionals. Much of the switching occurs between primary care and nonprimary care-oriented specialties, suggesting that occupational reinforcements found in these areas are different. In this study, the Theory of Work Adjustment was used as a guide to assess the occupational needs and values of graduating medical students (n=38) using the Minnesota Importance Questionnaire (MIQ).

Descriptive profiles on the MIQ scales were generated for students choosing different specialties. Multivariate analysis of variance (MANOVA) was used to assess differences between students with and without a primary care orientation on each of six occupational values (i.e., achievement, comfort, status, altrusion, safety, and autonomy). Differences in the occupational values of male and female students were also examined. No statistically significant differences were found between primary care-oriented students versus non-primary care-oriented students on any occupational value scale. Similarly, no differences were found between male and female students. Rival explanations for these unexpected results are presented and suggestions for future research offered.

"SOCIAL DYNAMICS OF A UNIVERSITY WEIGHT ROOM: A MICROETHNOGRAPHY"

Richard F. Ittenbach and Brad S. Chisson, The University of Alabama, Tuscaloosa

A number of investigators have called for a reexamination of the paradigms by which problems of sport are investigated. These researchers have offered qualitative methods as an alternative to quantitative techniques. The sport of weight lifting merits such attention. It is estimated that as many as 26 million Americans now lift weights as an occasional pastime.

The purpose of this investigation was to explain through ethnographic analysis the social dynamics of America's second most popular recreational sport, weight lifting, as performed on a university campus.

Participants were observed using a weight room on the campus of a large, state-owned university in the southeastern United States. All data were collected and analyzed using the participant observation approach to grounded theory research. Several hypotheses evolved from this analysis: (a) it is possible to classify weight lifters according to a preestablished social hierarchy; (b) the reasons for lifting are as varied as the people themselves; and (c) a number of social roles exists to help guide the overt behavior of lifters.

Through this presentation it is hoped that researchers will gain an appreciation for qualitative sport research and an understanding of many of the social dynamics that pervade one of civilization's oldest sports, weight lifting.

3:00 p.m. - 3:50 p.m. HANDICAPPED/CULTURE (Discussion) . . . . . .B. Finley Vinson

Presider: B. J. Naylor, Freed-Hardeman College

Presenters: "A STUDY OF HEARING-IMPAIRED CHILDREN ON THE K-ABC"

William P. Gilchrist, Decatur (AL) City Schools, and Judith A. Burry, The University of Alabama, Tuscaloosa

Efforts to obtain valid, reliable, and useful cognitive assessments of hearing-impaired children has generally proved to be problematic. The Kaufman Assessment Battery for Children (K-ABC) (Kaufman & Kaufman, 1983) may provide an efficacious means of evaluating the cognitive ability of hearing-impaired children when standardized test directions are administered using a combination of pantomime, sign, and verbal directions when appropriate. This study investigates the performance of hearing-impaired children (n=9) with regard to the nonverbal scale and the gestalt closure subtest of the simultaneous scale.

Computed alpha coefficients on the K-ABC provided subtest reliability estimates ranging from .86 to .96, suggesting that the gestalt closure subtest and the nonverbal scale are reliable cognitive measures for hearing-impaired children.

Comparison of p-values (difficulty indices) for the hearing-impaired children with norm data (Kamphaus & Reynolds, 1987) suggested consistent performance for the two groups on the gestalt closure subtest. Of the nonverbal subtests, triangles, matrix analogies, and hand movements paralleled norming data, while spatial memory and photo series appeared to be more difficult for the hearing impaired.

The results of this study support the use of the K-ABC with hearing-impaired children; however, further research is suggested to ensure accurate ability estimates for this population.

"LEARNING-DISABLED DEAF CHILDREN: TEACHERS' PERSPECTIVES"

Kathleen Warden and Cathi Sigmon, The University of Tennessee, Knoxville

Some deaf children experience learning difficulties beyond those expected as a result of their hearing loss. These children have received very limited attention by educators of the deaf and by learning disabilities specialists. So far, there is no accepted definition of LD deaf.

In this study, experienced teachers of the deaf were interviewed and asked to describe "students of average intelligence with learning problems not attributable to deafness." The purpose of the study was to determine how teachers who have taught LD deaf students describe these students.

THURSDAY, NOVEMBER 9, 1989

A loosely structured 30-minute interview was conducted with six experienced teachers of the deaf. The terms learning disabilities and LD were not used by the interviewer. Each teacher described students with learning problems. Interviews were subjected to thematic analysis and a frequency count of types of adjectives used to describe the students.

A major theme emerged. Each teacher commented on how ill-prepared she felt when dealing with deaf children with learning problems. Also, teachers used descriptive phrases such as, "These children are impulsive; they have memory problems; they find it difficult to pay attention."

Teachers used descriptors that specialists use to describe the "garden-variety" LD student. Thus, a deaf child with true learning disabilities probably exists. Teachers also indicated a need for preservice and inservice training for working with deaf students who have learning problems that cannot be attributed to an inability to hear.

"THE ROLE OF THE AGED AMONG THE MENDE TRIBE IN LIBERIA"

Henry S. Williams, East Tennessee State University

The purpose of this paper was to examine the influence of chronological age, status, and age identification of elders in the Mende tribe in Liberia, West Africa. In order to understand the role of the elders among the Mende, this paper attempted to shed light on the geographical location of the tribe and the role of the poro society. The poro society is an instrument in establishing an intertribal brotherhood. It also influences political and economic connections among groups.

For the Mendes, while the patrilineal groupings bring together individuals living in single compounds of the village, the age groupings cut across descent lines, joining and distinguishing persons in a different manner. The grouping of male and female adults in the village by age sets provides a means of formalizing authority in terms of age. Any person of an older set is in authority.

A major role of the older men is to conciliate forces. Their role within the communities, as village elders, is striking. They are largely administrators with different functions, both sacred and secular. Political conflicts within the village are not extensive. There is a sense of intimacy in intravillage relations.

5:30 p.m. - 6:30 p.m.	MSERA BUSINESS MEETING . . . . . .Salons B and C
Presider:	Carl R. Martray, Western Kentucky University
6:45 p.m.	GRADUATE STUDENTS' RECEPTION . . . . . .(Site to be Announced)
Presider:	Diana M. Lancaster, Louisiana State University School of Dentistry

FRIDAY, NOVEMBER 10, 1989

7:30 a.m. - 8:30 a.m.	PRESIDENT'S BREAKFAST. . . . . .Josephine's Restaurant
8:00 a.m. - 10:00 a.m.	Registration . . . . . .Salons B and C
9:00 a.m. - 9:50 a.m.	EARLY CHILDHOOD EDUCATION (Discussion) . . . . . LaHarpe
Presider:	M. Nan Lintz, The University of Tennessee, Knoxville

Presenters:

"THE RELATIONSHIP OF READING ATTITUDES OF KINDERGARTEN STUDENTS AND SCHOOL AND HOME ENVIRONMENT"

Letitia Cline, Cherokee (GA) County Schools and Jane H. McHaney, Kennesaw State College

The purpose of this study was to investigate the relationship between a child's home environment, as reported on a questionnaire completed by the child's parents, and the child's attitude toward reading as measured by a Reading Attitude Inventory. In addition, this study investigated the effects of daily read-aloud sessions and modified Sustained Silent Reading time on the child's reading attitudes as measured by a Reading Attitude Inventory.

The data for this study were collected in the spring of the school year 1989. Twenty-nine subjects were examined with a measure of reading attitudes using a Reading Attitude Inventory in conjunction with the completion of a parent questionnaire of the child's home-environment. The results of the Pearson product-moment correlation did not yield a significant relationship. A paired t-test was used to determine differences between pre- and posttest assessments of reading attitude. These results were significant at the .05 level. The results of this study support the rationale for the development of programs that include read-aloud sessions and Sustained Silent Reading in Kindergarten classrooms.

"JOURNAL WRITING: AN EXPLORATION OF TOPIC SELECTION AND SPELLING DEVELOPMENT IN A KINDERGARTEN CLASS"

Peggy A. Boyd, The University of Alabama at Birmingham

This study focused on two aspects of journal writing in kindergarten: topic selection and spelling development. What topics did the children select for writing? Could they easily decide on topics to write about? Did they require adult suggestions or help from others to decide on a topic? As children begin writing, do the letters that they write resemble the letters in the conventional spelling? How does the spelling of words change as children write more?

A qualitative approach to gathering data for the study was appropriate in order to try to understand these young children's thoughts about topic choice and spelling. Children were informally interviewed about their writing. Copies were made of the children's daily journals so that the topics could be categorized. The spelling was analyzed and compared to conventional spelling.

The results of the study showed that these kindergarten children were able to select their own topics for writing and rarely required suggestions from their teacher. The study also indicated that these children discovered how to spell words by writing. Without corrections from the teacher, the children moved toward conventional spelling of words by experimenting as they wrote.

"THE IMAGE OF THE SOUTH IN REALISTIC FICTION FOR CHILDREN AND YOUNG ADULTS, 1945-1980"

Julie Brookhart, Mississippi State University

This study is advanced on the hypothesis that contemporary realistic fiction for children and young adults presents a narrow, skewed image that reflects neither the variety nor the quality of life in the South between 1945 and 1980. Using content analysis, 144 recommended fictional works have been evaluated in terms of those areas that reflect the major ideas and institutions in Southern life: the economy, race relations, education, religion, cultural development, and society and social diversions.

The findings of this study reveal that an unquestionable literary distortion in the image of the South, emphasizing the past and continuity rather than change, extends to all areas examined. Possible rationalizations offered for this image include the importance of memory to the creators of these fictional works; these authors may have consciously tried to preserve the distinctiveness of the region through literature; the image projected may be an attempt to perpetuate the American myth of the superiority of rural life over urban life; these writers, and/or their editors, possibly are trying to

appeal to a conservative Southern audience; and, finally, the image of the South in juvenile literature may stem from established patterns in adult fiction about the South.

"A STUDY OF THE PORTRAYAL OF THE ELDERLY CHARACTER IN FIFTY CHILDREN'S BOOKS"

Vivian E. Ustry, Jackson (MS) Public Schools, and Georgia Napier, Jackson State University

The purpose of this study was to investigate the portrayal of the elderly character through content analysis of a sample of children's books. Each book was analyzed to determine the extent to which book characters present positive images or role models to young readers and to determine the extent to which ageist stereotypes were present.

The results of the study suggest that there has been progress in breaking "old" stereotypes in recent literature, and it appears that the older character is being presented with greater sensitivity. Positive evidence is presented that indicates particular aspects of ageism are being addressed. The older character plays a vital role in the books while being depicted as self-reliant in a majority of the books. Stereotypic adjectives were used infrequently or exclusively, and elderly characters were pictured realistically.

Further analysis disclosed that the older character's personality was fully developed to a fair degree. Many of the books presented the older character as three-dimensional, engaged in worthwhile activities, predominantly illustrated in social communication with a variety of age groups and from inside the family unit. However, occupation was poorly defined.

9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion) . . . . . LaSalle

Presider: Daniel Fasko, Morehead State University

Presenters:

"A COMPARISON OF THE ART CRITICISM ABILITIES OF PRESERVICE ELEMENTARY SCHOOL TEACHERS BEFORE AND AFTER RECEIVING INSTRUCTION IN ART CRITICISM TECHNIQUES"

Bruce A. Crowe, Mississippi State University

The ability to critically evaluate art works has been increasingly cited as an integral part of art learning. This study was designed to determine whether instruction in visually analyzing works of art would significantly increase the art criticism abilities of preservice elementary school teachers. The sample of the study consisted of 103 elementary education students enrolled in four sections of an art methods course. Two intact classes formed the experimental group, and two intact classes formed the control group. Experimental treatment consisted of six art criticism lessons presented over an eight-week period.

Data for the study were collected through the administration of pretests and posttests. The data gathering instrument was the Visual Assessment Inventory developed by the researcher for this study. Items for the instrument consisted of 44 questions dealing with the visual analysis of a single work of art.

Analysis of covariance was used to determine if significant differences existed between the posttest gains of the two groups at the .05 level. The posttest mean of the experimental group was significantly higher than that of the control group. It was concluded that the treatment variable was effective in increasing the art criticism skills of the experimental group.

"COMPARISON OF PRESERVICE TEACHERS AND INSERVICE TEACHERS ON THE AFFECTIVE VARIABLES OF THE CANFIELD LEARNING STYLES INVENTORY"

Pamela Kirk and E. C. O'Neal, Mississippi State University

The problem of this study was to determine if the 17 affective variables on the Canfield Learning Styles Inventory, Form S-A, would discriminant between preservice and inservice teachers. The inservice group was composed of 93 public school teachers in a

district in Mississippi that participated in a staff development workshop. The preservice group consisted of 71 teacher education students enrolled in professional sequence courses at Mississippi State University. The instrument used was the Canfield Learning Style Inventory.

Fifty-eight percent of the variance in scores was explained by knowledge of group classification, preservice or inservice. Discriminant analysis revealed that 12 of the 17 variables investigated discriminated significantly. The factors contributing greatest to this analysis were: (a) independence, (b) direct experience, (c) listening, (d) detail, and (e) instructor. Ninety percent of the grouped cases were correctly classified.

Results of this study appear to have strong implications for instructional strategies for divergent groups of learners. Preservice and inservice teachers differ in their preferences for instruction. Educators must learn to recognize and accomodate instructional preferences.

"EFFECTIVENESS OF CORE PROGRAM ON TEACHING PERFORMANCE OF STUDENT TEACHERS"

William A. Person, Herbert M. Handley and James R. Thomson, Jr., Mississippi State University

Are new programs in teacher education effective in promoting professional development of beginning teachers?

This problem was to compare performance effectiveness of preservice teachers participating in an innovative core training program with whose who were trained traditionally. It was hypothesized that those from the core program would excel in professional attitudes and performance.

Subjects were 138 senior level students. Fifty-two had completed the core program, whereas 116 students studied traditional programs.

Students in traditional programs completed the regular sequence of courses in teacher education. Those in the core completed 18 hours of courses designed to develop their background in foundations and psychology and their skills in planning, managing, and evaluating instruction, as well as their performance in grouping.

During student teaching, classroom performances of the novice teachers were assessed with the MTAI. Subjects also took the NTE professional knowledge scale and the Myself as a Teacher attitudinal scale. Grades earned in student teaching were also recorded.

In MANOVA, the composite mean of all variables measured showed a significant difference favoring core teachers. Independent ANOVAS showed that, though the core teachers scored higher on all measures, the major difference was in self-concept where the core group scored significantly higher.

"STUDENT TEACHERS' PERCEPTIONS OF THEIR SUPERVISORY CONFERENCES"

Joe M. Blackbourn and James R. Thomson, Jr., Mississippi State University

All student teachers must be evaluated by their supervisors, but little has been done to determine how the student teachers perceive this evaluation. The problem of this study was to determine how student teachers perceive the supervisory conferences of the school and college supervisors and whether the perceptions of the two supervisors differ.

The Supervisory Conference Rating Scale was administered to 199 student teachers after completion of the major portion of their 12-week student teaching experience, which included at least three conferences with the school and university supervisors. Analysis of variance was used to analyze the data.

Results of the study indicated that the students viewed the supervisory conference in a positive manner for both supervisors. There were no significant differences in their perceptions of the conferences with the two supervisors as a total group or by sex, age, or race.

From this study one may conclude that student teachers can rate the conferences with their supervisors and these ratings can serve a useful purpose. Also, it may be that ratings of this nature would be useful for advisors and other persons who work with students in areas other than student teaching.

9:00 a.m. - 9:50 a.m. RESEARCH METHODOLOGY (Discussion). .Arkansas Tennis Hall of Fame

Presider: Qaisar Sultana, Eastern Kentucky University

Presenters: "A STUDY OF SELECTED ROBUST ESTIMATORS OF LOCATION USING REAL DATA"

Cordelia Douzenis, Southwest Missouri State University

Performance of some classical estimates of central tendency is extremely affected by violations of a method's assumptions and/or the presence of outliers. One method of controlling the influence of these conditions is robust estimation. This study explores options for estimating location parameters that are available to the researcher and provides information about superior methods of estimation for specific data situations.

Real data were obtained from a study of student achievement in 19 countries. Six parent populations of varying skewness were selected, and 200 samples of sizes 10, 20, 50, and 100 were randomly selected from each population. Sixteen robust estimators were applied to each of these varying data situations. The sampling distribution of the estimators was studied, and an index of relative error and a corresponding measure of spread were calculated to determine each estimator's error in estimating the center of a population.

Results showed that the robust estimator of location in this study outperformed the mean and median in all instances except for the almost normal distribution situation. The moderately trimmed means (10%-20%) distinguished themselves as highly desirable alternative estimators, for they remained insensitive to the underlying conditions present in the populations of interest.

"A MONTE CARLO EXAMINATION OF LOG-LINEAR ANALYSIS AND DUMMY REGRESSION FOR 3 X 2 X 2 TABLES"

Mary J. McNelis, Ernest A. Rakow, and J. Jackson Barnette, Memphis State University

Research in the behavioral sciences often involves comparisons between two or more categorical variables. Of particular interest is the response pattern to a dependent variable. This paper presents the results of investigating two alternative techniques for analyzing categorical data - log-linear analysis and regression analysis with dummy variables. The investigation was handled through Monte Carlo sampling procedures, followed by statistical analysis, leading to generation of empirical distributions for X^2 and F. The empirical distributions were compared to the theoretical distributions to determine which statistic provided the best fit in different situations.

Three different 3 X 2 X 2 contingency tables were analyzed varying the marginal probability split on the dependent dichotomy from equal to moderate to extreme. For each situation, a large and small sample were examined, making a total of six tables and six distributions for each statistic.

Evidence of fit is provided by comparing the standardized mean differences of the two techniques. Also, the expected versus observed error rates are compared at alpha=.05 and .01 to determine whether a technique is conservative or liberal in finding statistical significance. In all cases, conservative estimates are considered more acceptable because they offer decreased chance of committing Type 1 error.

"GRAPHICALLY SPEAKING: HOW TO DESIGN AND DISPLAY STATISTICAL RESEARCH"

Jacqueline O'Dell, Texas Technological University, and Otto E. Benavides, Memphis State University

A combination of effectively designed pictures and words have the power to help learners to direct their attention, understand complex ideas, and acquire conceptual relationships more efficiently than lengthy verbal information. One such combination of words and pictures consists of statistical graphs that illustrate temporal and spatial relationships among variables. When designed and displayed effectively, they communicate complex qualitative and quantitative ideas. In fact, one relatively small graph can literally display millions of bits of information, thus, helping to reduce cognitive demand and decrease instructional time.

There is a lack of literature on designing and displaying statistical graphs. Literature that does exist addresses the design and display of non-statistical graphs. Because researchers and instructional designers frequently rely on the use of statistical graphs to communicate and illustrate complex and important conceptual ideas in professional publications and instructional materials, it seems practically important that more information be available to guide their decisions regarding the appropriate design and display of statistical information.

This presentation provides guidelines from research for designing and displaying statistical information. Participants will be guided through a demonstration for developing graphs. Implications for the design of projected and non-projected graphics will be discussed.

9:00 a.m. - 9:50 a.m. AT THE INTERFACE BETWEEN PERSONALITY AND COGNITION: A SYMPOSIUM OF RESEARCH INTO INTELLECTUAL STYLE AS MEASURED BY THE HARRISON-BRAMSON INQ (Symposium) . . . . . .Arkansas River

Organizer: Louis A. Franceschini, Memphis (TN) City Schools

Presenters:

"OF EPISTEMOLOGIES AND INQUIRY MODES: AN INTRODUCTION TO THE THEORY AND PSYCHOMETRIC PROPERTIES OF THE HARRISON-BRANSOM INQUIRY MODE QUESTIONNAIRE"
Louis A. Franceschini, Memphis (TN) City Schools; and E. Dean Butler, Memphis State University

"REALIST, ANALYST, IDEALIST? PREFERRED MODES OF INQUIRY AMONG TEACHERS OF AT-RISK FIRST GRADERS"
Michael Cervetti, Louis A. Franceschini, and David H. Sojourner, Memphis (TN) City Schools

"'N' IS FOR SYNTHESIST: AN EXPLORATION OF THE INQUIRY MODE RUBRIC AND JUNGEAN TYPOLOGY"
Thomas M. Hughes, Memphis State University

"MATH ANXIETY, ATTAINMENT OF STATISTICAL CONCEPTS, AND EXPRESSED PREFERENCE FOR A FORMAL-DEDUCTIVE COGNITIVE STYLE AMONG BEGINNING STUDENTS OF RESEARCH"
Carol Carter Reece and Robert F. Todd, Memphis State University

The notion of intellectual style denotes the predisposition to ask questions, weigh evidence, solve problems, make decisions -- in short, to frame inquiry -- in characteristic and predictable ways. Not necessarily reflective of intellectual capacity or performance, yet not at all reducible to simple affect, the construct seems to suggest an interaction of both the conative and the cognitive: a subsisting, as Sternberg (1988) has suggested, "at the interface between personality and cognition."

The Inquiry Mode Questionnaire (InQ) is an 18-item instrument specifically designed to measure preferences on five intellectual styles based on a typology developed by C. W. Churchman (1971) in The Design of Inquiring Systems. In a series of books and articles, most notably in The Subjective Side of Science, I. Mitroff (1974) further elaborated on and operationalized the Churchman rubric. Grounding their work on that of such psychologists as Klein (1970), Bruner (1956), and Kelly (1955), A. F. Harrison and R. M. Bramson (1982) finally cast Churchman's five-fold schema into questionnaire form as the Inquiry Mode Questionnaire, the instrument that the four papers in this symposium have as their touchstone.

Paper one outlines the theoretical infrastructure on which the InQ is based, briefly summarizing the work done on the instrument's psychometric properties (Bruvold et al., 1983). Current findings derived from a large sample of graduate and undergraduate

education majors taking the InQ within a university context are integrated with prior baseline results and discussed with respect to such variables as major, race, sex, and age.

Paper two takes the InQ to "the real world of the public schools." Data gathered from a sample of over 200 first-grade teachers of "at risk" children were analyzed as to stylistic preference. Three modes -- the Idealist, the Analyst, and the Realist -- proved to be particularly salient for this teacher group. Respondent age and, concommitantly, respondent years of teaching experience proved to be decisive in terms of which among these predominant three the respondents favored.

In The Subjective Side of Science, Mitroff (1974) speculates about possible relationships between the Churchman rubric and Jungean typology. Paper three subjects these speculations to empirical test by running the InQ against the Myers-Briggs Type Indicator, validating the basic thrust of Mitroff's assertions. Relationships between the InQ and other personality and performance instruments are also explored.

Bramson and Harrison (1982, p. 167) commend the individual low in preference for the Analyst (formal-deductive) inquiry mode to "study statistics or operations research." Paper four tests the substance of this advice by comparing high and low Analysts on the Aiken-Dreger measure of math anxiety (1961) and a test of statistical concepts. Scores on both the attitudinal and the performance measures proved to be significantly different for the high and low Analyst groups.

9:00 a.m. - 9:50 a.m. TEACHER EDUCATION/CAREERS (Discussion) . . . . . Arkansas Valley

Presider: Roberta Benton, University of New Orleans

Presenters: "THE CAREER DEVELOPMENT INDICATOR: A SELF-EVALUATION INSTRUMENT FOR TEACHERS"

Donald F. DeMoulin, Arkansas State University

Previous studies over the past five years provided support and continued validation of a theoretical design and model for career development. The four independent levels, provisional, developmental, transitional, and decelerating were a logical deduction from numerous factor descriptors derived by Principal Component Factor Analysis.

The descriptors, randomly selected from each level, formed the nucleus of a self-evaluation instrument, the Career Development Indicator (CDI). This instrument was designed to provide an assessment of a teacher's level of career development through several self-evaluation components. Results of pilot tests of the CDI, utilizing 120 elementary, middle, and secondary school teachers, produced an alpha coefficient of .86 for overall performance.

Discussion will center on the various components of the CDI as a measure of career development. Focus will be given for its usefulness to administrators and teachers as a supplemental evaluation measure for individualizing staff development activities.

"FACTOR STRUCTURE OF THE ADULT CAREER CONCERNS INVENTORY"

Glennelle Halpin and Gerald Halpin, Auburn University, and Joan Ralph, University of South Alabama

The purpose of this study was to determine the factor structure of the Adult Career Concerns Inventory. The Adult Career Concerns Inventory is a measure appropriate to assess career concerns of individuals of any age and occupation. It measures the planfulness factor of Super's theoretical model of vocational maturity, which, according to him, is comprised of the stages of exploration, establishment, maintenance, disengagement, and career change.

Students (N=109) in the graduate nursing program at a southern university responded to the Adult Career Concerns Inventory. Their responses were subjected to a common factor analysis. Factor selection was based on a combination of Cattell's scree test, Kaiser's minimum eigenvalue, and Super's initial rational factor selection. An oblique rotation for the final factor solution was utilized.

Six factors were extracted that accounted for 61% of the variance. Substantial congruence was obtained between Super's rational dimensions and the statistically defined factors. Most congruent were career change and exploration.

Results of this study provide evidence in support of the construct validity of the Adult Career Concerns Inventory. Assessors of vocational development considering this new instrument should find such information valuable.

"BURNING THE CANDLE AT BOTH ENDS: WHAT STRESS DOES TO TEACHER EFFECTIVENESS"

Judith A. Burry, The University of Alabama, Tuscaloosa, and
Robert G. Harrington and Dennis Pelsma, University of Kansas

Stress issues have gained much attention in recent years in all walks of life including education. This paper explores the relationships among teacher stress, teacher burnout and teacher effectiveness in the public schools from two studies done in a small college community in Kansas (n=112).

Three self-report instruments were administered to teachers in grades K-12: the Inventory of Myself as a Professional (IMP), a teacher effectiveness instrument (Burry & Shaw, 1984); the Quality of Teacher Worklife Instrument (QTWL), a meaure of teacher worklife stress and satisfaction (Harrington & Pelsma, 1984); and the Maslach Burnout Inventory (MBI), a measure of burnout in the areas of human services (Maslach & Jackson, 1981).

A correlational analysis reveals that there is almost a zero relationship (r=.190) between stress on the QTWL and teacher effectiveness on the IMP; however, the frequency and intensity of depersonalization on the MBI with the IMP has a relatively high inverse relationship (r=-.61), suggesting that teachers under stress, even great stress, are effective in a classroom as long as they do not depersonalize. Other analyses include regression analyses on all three instruments revealing that stress is the single best predictor of job satisfaction (multiple R =.752) and that job satisfaction is the single best predictor of stress (multiple R =.763) which provides support for the notion that certain aspects and amounts of stress are necessary for teachers to enjoy professional satisfaction.

"CAREER PATTERNS AND JOB SATISFACTION OF TEACHER EDUCATION GRADUATES"

Judith A. Boser, The University of Tennessee, Knoxville

The major objective of teacher preparation programs is to provide teachers. Whether the individuals completing those programs actually become teachers is of interest to but not within the control of the institution, and may remain unknown. The purpose of this study was to examine career patterns, job satisfaction, and future plans of teacher education graduates who had graduated three, five, seven, and nine years earlier.

A mail survey was conducted in April and May of a random sample of 100 graduates from each of the four groups. Response rates were 63%, 60%, 66%, and 69%. Data analysis consisted of descriptive statistics, chi-square and Pearson correlation to examine changes across time, between career pattern groups, and by teaching experience.

Career patterns for teacher education graduates differed significantly by time since graduation, and future plans differed significantly between career pattern groups. Job satisfaction tended to vary with type of employment and length of teaching experience. The percentage currently employed as teachers declined as the time following graduation increased. Data taken at any one point in time may inaccurately reflect the contribution of a graduation cohort to the teaching work force.

9:00 a.m. - 11:00 a.m. WRITING A MANUSCRIPT AND GETTING IT PUBLISHED (Symposium). . . . . .B. Finley Vinson

Trainers: John R. Petry, Memphis State University, and Charles M. Achilles, University of North Carolina, Greensboro

During this session, discussion by participants will center around the problems

associated with writing and publishing reports about research. Topics to be included are: (1) sources of ideas for research and writing, (20 guides for effective writing, (3) proofing and editing a manuscript, (4) publication sources, (5) preparing a manuscript, (6) methods of submitting manuscripts, (7) criteria for evaluating manuscripts, and (8) ethics in authorship and publication. Other subjects to be addressed include the elements of style: elementary roles of usage, principles of composition, form, and an approach to style. Also to be considered are common faults in scholarly writing.

Objectives of the session are: (1) to increase the awareness of attendees of opportunities to publish, (2) to raise standards for writing quality manuscripts, and (3) to establish minimum guidelines for professional growth through writing and publications.

Activities include a diagnosis of the basic writing skills of attendees, an analysis of articles submitted for publications, and the administration of a predictive measure for publication success. A number of sources for publishing will be presented to the group and discussed. Publication sources will be identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts will be evaluated for their content, style, impact on the reader, value to the scholarly community, and importance as a contribution to the body of literature of the subject matter discussed.

Samples of guidelines for reviewers of articles will be considered.

10:00 a.m. - 10:50 a.m. LEARNING (Discussion). . . . . LaHarpe

Presider: John L. Burns, Arkansas State University

Presenters: "A STUDY OF LEARNING STYLE ACCOMMODATION AND THINKING SKILLS INSTRUCTION FOUND IN THE TEACHING OF THEMATIC MAP USE"

Russell L. French and Theodore H. Schmudde, The University of Tennessee, Knoxville, and Gordon C. Bobbett, Union College

For several years, the National Geographic Society has sponsored a series of workshops for teachers, focused on the teaching of geography and the use of geographic constructs in elementary and secondary school curricula. The investigators analyzed the content and process of one workshop on the use of thematic maps to determine their contributions to the development of thinking skills and the accommodation of a range of student learning styles.

Study techniques included: (1) the use of a participant observer who collected all materials introduced in the workshop and provided narrative data about each workshop interaction, activity, procedure and assignment; and (2) analysis of the raw data (materials and narratives) in accordance with Beyer's hierarchy of thinking skills and processes and French's structure of perceptual learning styles.

Findings indicate that workshop content and processes regularly addressed six perceptual learning styles, six basic thinking skills, and three thinking processes.

At least three conclusions can be drawn from the study: (1) teachers using content and processes modeled in the workshop will address naturally differences in student learning styles; (2) teachers using content and processes modeled in the workshop will facilitate naturally a range of thinking skills and processes; and (3) thematic map use can be integrated into a number of curriculum areas and structures.

"ANALYSIS OF LISTENING SKILLS ACQUISITION IN MAGNET SCHOOLS"

Wanda A. Boyer and Frances Anderson, University of Southern Mississippi

Magnet schools are a seemingly new source of interest in the educational field. Yet, research in the area of the effectiveness of these schools has been qualitative in nature. The question asked in this article, therefore, is "To what extent are magnet schools increasing listening skills acquisition as measured by the Stanford Achievement Test?"

We sampled 58 fourth-grade students who completed second grade at other local

public schools and then grade three at the magnet school. Although the decline in Listening Comprehension was not statistically significant, we found that the Listening Total scores declined significantly from grade two to grade three.

"METACOGNITIVE LEARNING AND STUDY STRATEGIES: TO WHAT EXTENT DO COLLEGE FRESHMEN USE THEM?"

Chuck Hulick and Bonnie Higginson, Murray State University

This study sought to determine the extent to which college freshmen use learning and study strategies. A sample of 514 traditional (age 18=78%; unmarried=93%; females=60%) college freshmen at a four-year regional state university participated in the study. These students were enrolled in four freshman orientation classes that are designed to acquaint new students with the university and their academic majors. Data were collected during the first half of the fall semester. Instruments used for data collection were the Learning and Study Strategies Inventory and a general demographic questionnaire.

The results indicated that few in this sample of new freshmen were using very many learning strategies very frequently. Further, few of the sample reported ever receiving any training in study strategies. Using both single semester grades and accumulated freshman year grades, the data revealed that those students who received higher grades reported using more of the learning strategies more frequently. This pattern was consistent over both grading periods even when differences in students' ACT scores were held constant. The implication is that more attention needs to be devoted to the teaching of these metacognitive learning strategies if students are going to develop more fully as independent learners.

"EFFECTS OF COGNITIVE MODELING AND IMPLICIT RULE PRESENTATION ON PROBLEM SOLVING"

Jeffrey Gorrell, Auburn University

Of interest in this study are the potential effects of cognitive modeling on problem solving performance; particularly, the transfer of learned concepts and rules to novel situations. From the studies pertaining to problem solving, it appears that cognitive modeling and rule presentation are generally effective in transferring specific strategies from the instructional context to application.

Undergraduates assigned randomly to four experimental groups were provided with two types of instructional procedures (direct instruction and cognitive modeling) and two types of rule presentation (explicit and implicit) of classroom management procedures. Subjects applied the rules they learned when presented with hypothetical problems. Dependent measures were the students' scores related to applying concepts in their written responses and scores on self-efficacy and attitude measures.

Repeated measures analysis performed on the pretest and posttest scores show that the cognitive modeling group achieved higher levels of concept use than the direct instruction group. There was a statistically significant interaction favoring the cognitive modeling/implicit rules group and the direct instruction/explicit rules group on measures of concept and rule use. Results show significant effects favoring cognitive modeling on the problem-solving measures and favoring the combination of cognitive modeling and implicit rule presentation on both the problem-solving measures.

10:00 a.m. - 10:50 a.m. RESEARCH METHODOLOGY (Discussion). . . . . LaSalle

Presider: M. E. Kersh, University of Southern Mississippi

Presenters: "A REPLICATION STUDY OF TEACHER PARTICIPATION PREFERENCES WITH CORRECTED INSTRUMENT"

Ernest L. Bentley, Jr., East Tennessee State University

As part of the evaluation for a statewide effort to expand shared decision making and other aspects of participatory management by building level administrators in public schools, data have been collected for two years on the My Preference instrument. The categories of involvement and preference are the combinations from "I am involved/I am

not involved" and "I want to be involved/I don't want to be involved."

First-year data were collected with investigator A using the My Preference, but with incorrect instructions. These results were reported at a previous MSERA by others. The previous report indicated/inferred that a sizable group of teachers did not want to participate/share in decision making, but the instructions in question relate directly to the two quadrants where such a finding would result (Quadrants II and III).

This paper will present the findings for the current sample of 40 teachers and report differences/similarities with the previous results. Second-year data were collected and analyzed, with investigator B having used My Preference with instructions corrected. At the very least, the findings show that educated respondents are not misled by reversed directions. At worst, the results indicate the absolute necessity for preciseness in stating instructions.

"TESTING INTERACTION EFFECTS WITHOUT DISCARDING VARIANCE"

Kay Lopez, Louisiana State University Medical Center

Researchers give many reasons for employing ANOVA methods rather than the more general methods that constitute the general linear model. One reason given for some decisions to use ANOVA involves ANOVA's capacity to test interaction effects. These can be especially important in educational research, since aptitude-treatment interaction effects are often suspected and of interest.

However, interaction effects can also be detected using conventional regression approaches, and these approaches have the very considerable advantage of not requiring the researcher to convert intervally scaled variables down to the nominal level of scale. These analyses are conducted by computing product variables from main effects in their standardized Z score form. The paper uses a small data set to illustrate how these tests can be conducted using commonly available software packages.

"MAXIMIZING TEST RELIABILITY BY STEPWISE VARIABLE DELETION: A CASE STUDY WITH THE FINDING EMBEDDED FIGURES TEST"

Bruce Thompson, University of New Orleans, and Janet G. Melancon, Loyola University of The South

Most researchers recognize that reliable measurement is essential to obtaining accurate and generalizable research results. Reliability determines an upper limit on the effect size that can be detected in any study. Thus, if two tests have reliability coefficients of 0.68 and 0.78, then a hypothesis of correlation greater than 0.80 is doomed, since the square root of 0.517 (0.68 X 0.76) is 0.72.

Some researchers mistakenly believe that longer tests are inherently more reliable than their shorter counterparts. However, shorter tests can be more internally consistent. For example, the Bem Sex-Role Inventory short form consists of 20 scored items and is considerably more internally consistent than the BSRI 40-item long form.

The present study investigated the utility of a computer program, ALPHAMAX, developed to isolate test item subsets that yield the most internally consistent composite test scores. The program employs a stepwise type logic to isolate the optimal item subset and then conducts 100 random samples of different configurations of subjects to determine whether results are stable over sample. Data from an administration of the Finding Embedded Figures Test are employed to illustrate the procedure and to make the discussion concrete.

"THREE METHODS OF CROSS-VALIDATION: IS THERE A DIFFERENCE IN CONCLUSIONS?"

Dorren Rafael Schmitt, University of New Orleans

Invariance procedures have been known for over three decades. Through the years, these procedures have not been widely employed by researchers. One reason for the lack of use is that the majority of the articles on invariance procedures have been mathematically oriented. The mathematics orientation of articles and the lack of mathematical background on the part of most educational researchers have inhibited the use

of generalizability procedures.

Generalizability procedures are important in educational research due to the frequency of researchers needing to use small sample sizes. The use of small samples is compounded by the frequent use of statistical techniques that capitalize on chance.

This paper briefly discusses the history of invariance procedures. A discussion of three methods of cross-validation and illustrations for regression will be presented.

10:00 a.m. - 10:50 a.m. EVALUATION/TESTS (Discussion). . . .Arkansas Tennis Hall of Fame

Presider: Richard Kazelskis, University of Southern Mississippi

Presenters: "THE RELATIONSHIP BETWEEN AGE OF NORMS AND THE EQUIPERCENTILE ASSUMPTION"

Gloria A. Turner, The University of Alabama

The equipercentile assumption of the norm-referenced model for program evaluation asserts that, without treatment, percentile achievement status of test takers remains constant from pretesting to posttesting. Because this assumption is dependent on appropriateness of norms, it is possible that age of the norms could make a difference in the magnitude of the achievement gains.

Subjects included the 1,760 students enrolled in grades one through six in a rural school system. Scaled scores for pre- and posttesting were converted to NCEs using two sets of national and four sets of state norms of the Stanford Achievement Test. The dependent variable was gain score. ANOVA was used to analyze data using a factorial design with three crossed factors (age of norms, grade level, and program or treatment) and a nested factor with repeated measures (student).

The equipercentile assumption was not supported by findings in this study, as evidenced by significant interactions involving age of norms. Results of this study suggest that age of norms is a threat to the validity of the equipercentile assumption, which has implications for evaluations based on this assumption. Inaccurate labeling of educational programs as effective or ineffective may occur when gain scores vary with age of norms.

"USING CONFIRMATORY AND EXPLORATORY FACTOR ANALYSIS TO EVALUATE THE CONSTRUCT VALIDITY OF EDUCATIONAL ASSESSMENT INSTRUMENTS"

David W. Walker and Lynne S. Arnault, Mississippi State University

There are two questions the educational diagnostician must ask when considering whether to use a particular test to assess a student's achievement in mathematics. The first question is whether the test has construct validity. This question is important since past research has shown achievement tests do not always measure what their authors report them to measure. Publishers of the KeyMath-Revised state that the 13 subtests on the test measure three construct areas in mathematics: Basic Concepts, Operations, and Applications. However, no data are presented to support this contention.

The second question is whether a test measures both mathematics computation and mathematics reasoning. Although mathematics computation skills are important, they are functionally important only to the extent that students are able to apply computation skills to solve mathematics reasoning problems. A review of available mathematics achievement tests indicates that the majority of these tests only assess computation skills and not mathematics reasoning. The presenters in this session will present data on the KeyMath-Revised related to the questions of construct validity and whether this test measures mathematical reasoning.

"TENNESSEE PROFICIENCY TEST OBJECTIVES WHICH COULD CAUSE STUDENTS NOT TO GRADUATE"

Causaundra O. Bradley and Ernest A. Rakow, Memphis State University

FRIDAY, NOVEMBER 10, 1989

To receive a high school diploma, students in Tennessee must pass the Tennessee Proficiency Test. This test is usually administered to students in the ninth grade. The language section of this test covers 29 objectives (e.g., spelling affixed words, fact or opinion), and the mathematics section covers 21 objectives (e.g., writing a numeral for a word name, measuring temperature). Students not passing both sections of the test (70%) in the ninth grade may retake the failed sections in the tenth and eleventh grades.

Data analyzed were for the 1989 graduating class of a Memphis high school. For each objective the passing rate for these students when they were in the ninth grade was compared to the passing rate for those retaking the test in higher grades. The purpose of the comparison was to identify objecives on which: (1) many students pass on the first try, (2) many students initially fail but pass later, and (3) many students initially fail when retaking the test.

Early identification of objectives on which students tend to fail would be beneficial to the students, teachers, school administrators, and curriculum supervisors. The school could provide special assistance on these objectives and thus increase the mastery of objectives tested.

"STANDARDIZED TESTING IN AMERICAN EDUCATION: WHAT IS ITS ROLE? WHAT ARE ITS EFFECTS?"

Raymond Lee, University of Central Arkansas

Accountability has forced educators to use standardized testing to measure outcomes. Unfortunately, it is not always clear whether tests provide educators with useful data, or whether the data are properly used. Two questions arise: Are tests doing what people want them to do? Do they increase or even measure learning?

Testing can be used properly or improperly. What began as a means to an end has perhaps become the end itself. Swift (1987), quoting Coleman, says, ". . . there is a growing movement to use tests and test scores to demonstrate that our school systems are getting better." This movement has led to questionable practices of reporting scores (Koretz, 1989).

Lyons (1984) states that the instructional process is reduced to a mechanistic design as a result of testing. Furthermore, teachers tend to focus a significant portion of their instructional activities on the knowledge and skills assessed by such tests (Popham, 1985). This occurs despite research that says there is a "low congruence between what is taught and what is tested in many schools" (Marso, 1986).

Clearly, the role of testing and its effects on instruction must be examined. The public has demanded quality, yet it is questionable whether testing has provided it.

10:00 a.m. - 10:50 a.m. UNDERSTANDING TEACHER SOCIALIZATION THROUGH TEACHER INTERNSHIPS: EXAMINING PROCESS (Symposium). . . . . .Arkansas River

Organizer: Carol Plata Etheridge, Memphis State University

Presenters:

"THE RELATIONSHIP BETWEEN CULTURAL DISCONTINUITY AND TEACHER INTERN DROPOUT"
Carol Plata Etheridge, Memphis State University

"THE SEARCH FOR CONGRUENCY BETWEEN PEDAGOGICAL POSITION AND TEACHING STRATEGIES"
Suzanne Bodie Huffman, Memphis State University

"STRATEGY SELECTION: PRODUCT OF PERSONAL AND ENVIRONMENTAL FACTORS"
Patricia L. Crocker, Memphis State University

"MOTIVATION, PRIORITY, AND TEACHING STYLE AS KEY ISSUES IN A TEACHING INTERN'S SOCIALIZATION"
Mary McNelis, Memphis State University

"A STUDY OF CHANGE REGARDING CONCEPT OF PROFESSIONALISM AND INSTRUCTIONAL STRATEGY PREFERENCES"
Judith S. Collier, Memphis State University

Papers in this symposium examine the socialization of teaching interns into teaching. Drawing from case data, various perspectives and socializing experiences of prospective teachers in a nine-month teaching internship are examined. Theory and insights into the teacher socialization process and related variables revealed by the data will be presented.

Research on field experiences is inconclusive and inadequate for providing direction for those who plan such experiences in teacher preparation curricula. Research in teacher socialization has usually taken the functionalist approach assuming that socialization is a causal flow from society to individual and that major institutional factors can be identified that cause teacher behaviors. These papers cause case study methodology to deal with the complexity of the socialization process, number of variables, and impact over time by investigating individual perspectives and interactions with the teaching environment. The meaningful characteristics of real-life events when events and context cannot be manipulated are retained.

"THE RELATIONSHIP BETWEEN CULTURAL DISCONTINUITY AND TEACHER INTERN DROPOUT"

Paper one suggests cultural discontinuity as a primary factor precluding success for some prospective and beginning teachers. Preliminary data analysis suggests that personal characteristics, cultural background, and adaptability to different training experiences and clientele are factors related to the problems of beginning teachers.

"THE SEARCH FOR CONGRUENCY BETWEEN PEDAGOGICAL POSITION AND TEACHING STRATEGIES"

Paper two presents a theory of teacher decision making. The theory is illustrated by a 34-year-old female who chose to enter teacher preparation following a successful journalism career. Data collected through ethnographic interviews and observations suggest departure from the transitional experience described in the student teacher socialization literature. The intern studied had an established pedagogical position and sought consistency with this position as she chose teaching strategies.

"STRATEGY SELECTION: PRODUCT OF PERSONAL AND ENVIRONMENTAL FACTORS"

Paper three compares and contrasts case data, illustrating the dynamic interaction of personal and environmental forces resulting in the selection and application of instructional strategies by prospective teachers. The university, cooperating teachers, students, curriculum, family and finance are identified as primary external influences on teacher interns' instructional strategies. Personal attitude and stress response were two of the most basic internal influences identified.

"MOTIVATION, PRIORITY, AND TEACHING STYLE AS KEY ISSUES IN A TEACHING INTERN'S SOCIALIZATION"

Paper four describes how the change in motivation to teach and to select classroom strategies can occur in a teaching internship. Survival at home and in the classroom are initial factors in professional decision making. Teaching confidence and enjoyment ultimately become the motivation to continue teaching; focus on student needs emerges as the basis for selecting teaching strategies. Case data reveal that teaching internship can accelerate some professional maturation phases. Study of a 36-year-old mother of four children reveals how lecture strategies were copied from the teachers with whom the intern worked. As the internship progressed, a personal teaching style emerged.

"A STUDY OF CHANGE REGARDING CONCEPT OF PROFESSIONALISM AND INSTRUCTIONAL STRATEGY PREFERENCES"

Paper five presents data demonstrating how idealized definitions and critical views of teachers can be modified by classroom environmental factors. Illustrative data are drawn from the experiences of one teacher intern whose evolution of professional concept, teaching strategies, and coping skills culminated in views grounded in both theory and experience.

Audience questions and comments will be encouraged.

10:00 a.m. - 10:50 a.m. COUNSELING (Discussion). . . . . Arkansas Valley

Presider: Regina Procell, Mississippi State University

Presenters: "SUICIDAL BEHAVIOR IN CHILDHOOD"

Sharla N. Fasko, University of Cincinnati

Studies of childhood suicide were reviewed. Findings indicate that the incidence of suicide under age fourteen is greatly underreported. Factors in suicidal behavior, including precipitating events, conceptualization of death, depression, and familial factors were examined. Implications for school personnel were discussed.

"ADOLESCENT STRESS INVENTORY"

Lorraine O. Therrell and Judith A. Burry, The University of Alabama, Tuscaloosa

The Adolescent Stress Inventory (ASI) was developed for the purpose of examining adolescent stress levels. Stress may be viewed as positive; however, undue stress may be viewed as debilitating. The development of the ASI will provide diagnostic information on which to design health education intervention programs. The purpose of this paper is to present the ASI and to demonstrate that it is both a reliable and valid measure for examining adolescent stress levels.

The ASI was developed using empirical statements from class interviews with 147 students who were asked to list the five stressors most commonly occurring in their lives. These lists of stressors were used in the item development of the ASI. There are a total of 60 items.

Over 200 tenth-grade high school students from an Alabama city school district took the ASI. Cronbach alpha reliability indices on all 60 items was computed at .92. Validity information is found in the empirical construction of the inventory (content validity and construct validity is being investigated through factor analysis. An oblique (promax) rotation of a principle component solution revealed 13 factors suggesting that adolescent stressors may be multidimensional. The factor analysis may suggest the presence of up to 13 different aspects of adolescent stressors.

The ASI targets areas where stress management skills can be included in health education curriculums. The ASI can also be used individually by health teachers and guidance counselors to provide information regarding adolescent perception of stressors.

"EFFECT OF A GROUP COUNSELING PROGRAM ON GRADE POINT AVERAGE AND NON-COGNITIVE FACTORS OF SELF-CONCEPT AMONG UNDERACHIEVING SECONDARY SCHOOL STUDENTS"

Dolores F. Dobbins, Gerald Halpin, and Mark E. Meadows, Auburn University

This study was conducted to determine the effects, over time, of a structured group counseling program on underachieving secondary students' grade point average (GPA) and self-concept. Subjects, 101 high school students at a high school in rural south Mississippi, were randomly assigned to experimental and wait-control groups. The experimental group (N=51) participated in nine weekly sessions of structured group counseling and study skills training. Subsequently, the Dimensions of Self-Concept (DOSC) inventory was administered to both groups in a posttest with follow-up design. Measures were taken in the areas of: (a) aspiration, (b) anxiety, (c) academic interest and satisfaction, (d) leadership and initiative, and (e) identification versus alienation. GPA was computed for each student. Six weeks later, follow-up evaluations were made. DOSC scores and GPA were analyzed by multivariate analysis of variance (MANOVA).

MANOVA revealed a significant main effect for treatment condition. Follow-up univariate analyses of variance (ANOVAs) showed significant differences between the experimental group and control group on all six dependent variables. Self-concept and grade point average were significantly enhanced by the counseling intervention; those

gains were maintained over time on most, but not all, of the variables.

"INTERNATIONAL STUDENT DEPRESSION DURING CULTURAL ADJUSTMENT: TWO COUNSELING APPROACHES AND STRATEGIES"

Pheny (Shang-fen) Zhou Smith, Mississippi State University

Everyone was born into and socialized in some distinctive culture. They know what the society expects of its members. Behaviors and attitudes are predictable. When moving to a new society or culture, skills and norms that enabled participation in the former culture are often inadequate in the new situation. The individual encounters problems adjusting to cultural values, role expectations, and behavior patterns for which he or she was not socialized. Depression may result.

This study examined depression during cultural adjustment among international students as viewed by two different counseling theories: Behavior Counseling and Adlerian Therapy. A literature review of cultural adjustment issues revealed numerous studies of depression induced by difficulties in international student adjustment, most from a medical or theoretical perspective. There were 14 dealing with practical issues of helping international students adjust to American culture.

Specific outcomes of counseling will vary among individuals, but general outcomes of counseling for culturally-induced depression should include increased interaction with the host society and decreased anxiety and depression caused by cultural differences. Specific counseling strategies and desired counseling goals are discussed, and concrete suggestions and strategies are provided for mental health professionals and international student advisors in working with international students.

11:00 a.m. - 11:50 a.m. MICROCOMPUTERS (Discussion) . . . . . .LaHarpe

Presider: Barbara B. Schaer, Auburn University

Presenters: "THE EFFECTS OF COMPUTER USAGE ON COMPUTER SCREEN READING RATE"

Carolyn S. Clausing, Jefferson Parish (LA) Public Schools, and Dorren Rafael Schmitt, University of New Orleans

The use of computers in schools has more than tripled in the 1980s. These computers are being used as much for instructional lessons as programming. Many of the current instructional programs use color to highlight the text or to make the lesson more interesting. The question is if previous computer usage affects the ability to read computer screens?

This study investigated the differences in the reading rates of eighth-grade students on a cloze reading exercise involving the reading of text from several different modes of presentation on a computer. The study was designed to determine if any type of experience using a computer effected reading rate.

The subjects were selected from computer literacy classes in seven schools located in a large suburban area and were randomly assigned to one of four treatment groups. A Pearson correlation was used to analyze differences based on questions relating to computer usage. Differences were found effecting both reading rate and comprehension in age starting to use the computer and amount of time using the computer.

"USING SINGLE AND MULTIPLE SCREEN DESIGNS WITH VARYING DENSITIES TO DETERMINE LEARNER PREFERENCES"

Charles W. Schultz, Gary R. Morrison, and Steven M. Ross, Memphis State University; and Jacqueline K. O'Dell, Texas Technological University

Learner preferences for varying screen density levels were examined in two studies using multiple screen designs (high external validity) and single screen designs (high internal validity). In Study I (multiple screens design), subjects (n=46) indicated the highest preference for medium density screens while tending to select higher-density over lower density screens in individual comparisons. In Study II (single screen design) subjects (n=39) again preferred higher-density over lower-density designs.

To provide overall comparison of density selection rates within each study, a scaling procedure (Nunnally, 1967; Guilford, 1954) was used to place scores on an interval scale. Density selection scores were analyzed two ways using a Friedman ANOVA by ranks to compare ordinal rankings within subjects, and a repeated measures MANOVA on selection total scores.

Suggestions are provided concerning the use of realistic and nonrealistic content for stimulus materials as well as implications of using externally and internally valid screen designs for future research on computer-based instruction (CBI) screen design.

"ENHANCING READABILITY AND LEARNING FROM CLASSROOM CBI LESSONS: RESEARCH-BASED GUIDELINES FOR DESIGNING COMPUTER-BASED LESSONS THAT FIT THE NEEDS OF INDIVIDUAL LEARNERS"

Jacqueline K. O'Dell, Texas Technological University, and
Walter Baldwin, Steven M. Ross, and Gary R. Morrison, Memphis State University

Enhancing readability is a critical challenge when designing CBI text screens. Learning achievement may be contingent on the readability of the text presentation; therefore, it is important that text format and design elements not interfere with readability. Chunking text into paragraphs, spacing between lines, and using upper- and lower-case letters have been suggested as design strategies for enhancing readability by providing an organized and structured appearance. Most results have shown them to be ineffective treatments.

The present research investigated two methods for enhancing reading and learning from computer screens. The first method, low-text density, is achieved through a procedure for reducing length and redundency in expository text. A decrease in instructional time without a corresponding decrease in learning was found for the low-text density variable. Using these results, learner preference for learning from four ratios of screen density was compared. Findings indicated learners consistently prefer learning from a moderately low-screen density level achieving a balance between screen clarity and total number of frames required for complete lesson presentation.

Instructional applications for design as well as procedures for generation and use in CBI lessons are presented.

"THE VALIDATION OF A SOFTWARE EVALUATION INSTRUMENT"

Dorren Rafael Schmitt, University of New Orleans

Educational software has become an integral part of educational plans over the past 15 years. A major increase in software production and use began in the 1980s. During these years of software production, a proliferation of software evaluation instruments occurred. These instruments have many problems with them, from open-ended questions to questions assessing multiple aspects.

This study analyzed an instrument developed by this author. Several validity and reliability tests were conducted to provide empirical evidence for the instrument. The study was conducted in six mid-sized southern universities. The sample included 304 students enrolled in graduate and undergraduate mathematics methods and computer education courses from the colleges of education.

Content, construct and predictive validity, and internal consistency and test-retest reliability were investigated. Several conclusions were reached. Some of these were: (1) the instrument has appropriate content validity, (2) the instrument tests four stable constructs, and (3) the instrument has retest reliability.

11:00 a.m. - 11:50 a.m. ADMINISTRATION (Discussion). . . . . LaSalle

Presider: Ruth P. Eavenson, University of Chicago

Presenters: "POSTSECONDARY FACULTY IN CHINA: CURRENT ECONOMIC AND SOCIO-POLITICAL CONDITIONS"

Harold A. Smith and Pheny (Shang-fen) Zhou Smith, Mississippi State University

From 1966-76, China's education system experienced one of the most radically reactionary experiments in any nation. Many Chinese say it was the most destructive decade faced by the Chinese people since the founding of the People's Republic in 1949 and have blamed it for destroying a generation of promising scholars. Since 1977, everyone in China seems to be concentrating on putting the "chaotic decade" behind them and overcoming the amorphous forces that brought almost all constructive formal education to a halt. However, current economic and political conditions in China have intense ramifications for intellectuals in China. This study investigated two basic questions concerning current economic and socio-political conditions experienced by postsecondary faculty in China. What has been gained since 1976? What effect may recent upheavals have?

Computerized library search and interviews from 1948-88 in five provinces and the capital city of Beijing provided primary data for this investigative report.

Faculty member salaries, promotions, incentives, work load, and work climate are discussed. Recent political upheavals in Beijing have indicated that political reform has not kept pace with economic reform, which has also been inconsistent. The recent political unrest is likely to place educational reform "further back on the stove."

"THE SOCIOECONOMIC IMPORTANCE OF LINKS BETWEEN STUDENTS AND ALUMNI: PERCEPTIONS OF COLLEGIATE AND COMMUNITY LEADERS"

Harold A. Smith, Mississippi State University

Many international alumni become prominent leaders, and continued links with them may be important to America. Since previous studies examined the perspective of the alumni and their countries, this study considered American leaders' perspectives concerning socioeconomic importance of links between communities and campuses, and international students and alumni. Stratified samples of 153 higher education and 44 community leaders from public senior institutions and Chambers of Commerce in four southeastern states were included.

Multivariate and factorial analysis of variance and analysis of covariance revealed that community and higher education leaders differed on mean perceptions of Economic Benefits but not on Professional and Educational Benefits or Institutional and Community Benefits. Georgia community leaders valued links more than did all other leaders. Concomitant variables, "total places traveled" and "time outside the United States," were linearly related with Institutional and Community Benefits, as was "time" with Economic Benefits.

Community and collegiate leaders should cooperate to encourage more international students to study in America, build relationships with them while here, and continue relations after alumni return home.

Further research is needed concerning the socioeconomic impact of international students on the United States and the impact of international experience on the perceptions of community and collegiate leaders.

"EDUCATION PARTNERSHIPS IN TENNESSEE: INITIAL YEAR STATEWIDE PROJECT RESULTS"

M. Nan Lintz, The University of Tennessee, Knoxville, and Martin Nash, Tennessee Department of Education

The National Alliance of Business-Education Partners, established in 1987 at the fourth National Symposium on Partnerships in Education in Washington, D.C. worked with state leaders to create partnership task forces. Governor Ned McWherter united educators and other community leaders (Tennessee Partners in Education Steering Committee) to spearhead a statewide effort to establish or improve partnerships in Tennessee. This paper includes project background, development, implementation, evaluation results, and outcomes of initial year activities, and plans for future years.

Initial year activities included development of a mission statement, comprehensive list of partnership benefits, networking activities, and conference evaluation results. Teams of at least two delegates (local school system and

business/industry or other community members, coordinated by local school officials and Chambers of Commerce leaders) participated in an awareness conference. Participants (n=250) rated 20 interest sessions on a scale of one to ten with ten being the highest. "How to Get Started" and "Ask the Expert/Partnership Activities Bank" were among the popular sessions.

More well-informed partners and a growing partnership network are preliminary outcomes of this project. Tennessee's Steering Committee has partnership local site visits and further networking activities planned for next year.

11:00 a.m. - 11:50 a.m. INSERVICE EDUCATION (Discussion). . Arkansas Tennis Hall of Fame

Presider: Michael D. Richardson, Western Kentucky University

Presenters: "A DISSECTION OF THE PERSONALITY OF A BURNED-OUT TEACHER"

John W. Guyton, Murray State University, and Donald F. DeMoulin, Arkansas State University

Why teachers burn out remains a paramount question and problem in schools today. Much research has been done to identify characteristics or traits of effective and ineffective teachers. The problem of this literature review was to develop a composite set of traits from the research on levels of career development.

Four levels of career development and numerous characteristics associated with each level have been identified. Factor analysis was employed to determine the number and basic nature of each level and Cattell's 16 Personality Factor Questionnaire was used to further define the characteristic of each level. These characteristics have been compiled to develop a hypothetical teacher who traversed all four career levels. The dissection of the personality of this teacher allows insight into the needs of other teachers that could be addressed through inservice activities.

One implication derived from this research was for planning individualized inservice activities for teachers. When an individual teacher's level of career development is known, specific staff development activities that better meet the need of that teacher can be planned and monitored, thus increasing their effectiveness.

"A COMPARISON OF PRINCIPAL AND TEACHER PERCEPTIONS OF TEACHING CHARACTERISTICS ASSOCIATED WITH DIFFERENT LEVELS OF TEACHERS' CAREER DEVELOPMENT"

Donald F. DeMoulin, Mississippi State University

Several authors have indicated that teachers were exposed to three "levels" of professional growth throughout their career. Previous pilot studies of principal and teacher perceptions suggested four levels of career development. The result of this research supported previous findings in pilot studies to provide a better understanding of career development and underlying characteristics representative of each level.

One randomly selected principal and teacher from 75 schools in each of the six states in the Mid-South Education Region were utilized (N=450-P and N=450-T). The instrument for the participants was a list of teaching characteristics obtained in 1983 through the Delphi technique and subjected to principal component factor analysis.

Factor analysis and factorial analysis of variance were the statistical techniques used to identify the number and nature of the underlying variables. Items loading as high as .30 in strength were retained for analysis. An alpha of .05 was utilized for determining statistical significance.

This study produced four independent groupings of characteristics. Overall analysis provided vital information to construct an instrument, the Career Development Indicator (CDI), to assess a level of a teacher's career development. Information obtained from this instrument would allow supplemental evaluative criteria that should be useful in individualizing staff development activities.

"BARRIERS TO CONTINUED PROFESSIONAL EDUCATION FOR TEACHERS"

Beverley B. Fifer, Wallace (TN) Elementary School, H. Fred Dobson, Baileyton (TN) Elementary School, Patton Gamble and Stephen A. Sorrell, University (TN) School, Cathy Horton, Rock Springs (TN) Elementary School, W. Rigby Kind, Tennessee (TN) High School, Stan Kinnett, Daniel Boone (TN) High School, Charles F. Smelcer, Mosheim (TN) Elementary School, and Nancy Wagner, Sullivan South (TN) High School

The present reform in education, focusing on effective schools and teacher accountability, has seemingly ignored the obstacles to professional development facing educators. Research from other professions has provided some useful indicators; however, no study had been conducted specifically on the obstacles to continuing professional education for educators. Therefore, an instrument was developed by researchers as part of the East Tennessee State University Danforth Principal Training Program.

The Continuing Professional Education Inventory (CPEI) was field-tested with an intact group of teachers. The survey included 35 statements regarding barriers to continuing professional education that respondents rated on a Likert scale from "never interfers" to "always interferes." Fifteen demographic items were also included. Following appropriate revisions, the CPEI was administered to a cluster sampling of more than 500 Tennessee teachers. Factor analysis was utilized to identify factors deterrent to participation in continuing professional education.

Barriers included quality of programs and time constraints. Variables were provided by the demographics to further explore the barriers. The results were compared to similar studies in other fields.

Recommendations regarding possible ways to reduce identified barriers will be made for school administrators and others who organize continuing professional education activities.

"TEACHER PREFERENCE FOR PEER-ASSISTANCE INSERVICE EDUCATION"

Anne G. Tishler and Suzanne H. Nichols, University of Montevallo

Inservice education has suffered from image problems. Attempts to impose professional development on reluctant teachers by bringing in an "expert" to talk have often been poorly received, and the effectiveness of such inservice education is questionable. Instead, teachers have expressed a need for practical, relevant, and workable solutions to classroom problems and the need to discuss problems and ideas with peer professionals. Consequently, a peer-assistance model for inservice education was developed, conducted, and evaluated by a regional inservice center in which exemplary, award-winning teachers worked with same-grade or same-subject peers in Sharing Workshops. These workshops were devoted to demonstrations and discussions of "what works for me" and to sharing among peers.

Participants were 172 elementary and secondary teachers. At the conclusion of these workshops, Inservice Center staff administered questionnaires to all participants and conducted follow-up interviews with a random sample to assess participants' response to this inservice education model.

Results indicated a highly positive participant endorsement of this model. Participants reported a preference for peer-assistance workshops for a number of reasons. Among them were: practical, useful ideas; experience-based credibility; more interaction among all participants; and less hesitancy to express oneself. Implications of this inservice model will be discussed.

11:00 a.m. - 11:50 a.m. IMPLEMENTATION OF NCTM STANDARDS (Symposium). . . . . .Arkansas River

Organizer: Raymond A. Paden, Chickasaw County (MS) Schools

Presenters: "IMPLEMENTATION OF NCTM STANDARDS"
Raymond A. Paden, Chickasaw County (MS) Schools, and William Cotton and William Burdine, Houlka Attendance Center

changes are community resistance to these changes, effect on present achievement testing, and effects on student attitudes toward mathematics.

This study examined student attitudes toward mathematics before and after teachers were involved in inservice on the recommended standards, the effect on student achievement on the Stanford Achievement Test, and parental attitudes before and after implementation of the standards.

In August of 1988, the teachers involved in the teaching of mathematics in grades K-12 began an inservice program on the proposed NCTM standards. At this time, parents were asked to complete a questionnaire on the school math program, and students were given an attitudinal scale toward mathematics. At the end of March the attitudinal scale was again administered to the students, and the questionnaire was administered to parents at the end of the school year. Students in grades one, three, and five were allowed to use calculators on the Stanford Achievement Test, and students in grades four and six were not allowed to use calculators.

A correlated t-test was used to compare students' attitudes that were not significant at the .05 level. A correlated t-test was used to compare student achievement on 1988 and 1989 testing and was found to be significant at the .05 level in all grades on total mathematics scores.

The symposium will consist of a presentation describing the effects of beginning to implement the NCTM standards on student achievement, parental attitudes, and student attitudes. The superintendent, principal, and counselor will discuss the organization, results of the study, and inservice provided teachers.

11:00 a.m. - 11:50 a.m. READING/LITERACY (Discussion). . . . . Arkansas Valley

Presider: Carolyn Reeves-Kazelskis, University of Southern Mississippi

Presenters: "AN EXPLANATORY MODEL FOR FAMILY LITERACY PROGRAMS"

Terrance L. Hibpshman, Kentucky Department of Education

Family literacy has been popularized in recent years as one solution to the problem of economic and social disadvantage because of beliefs about the relationship between family characteristics and children's educational outcomes. These beliefs represent a set of implicit hypotheses about the causes of undereducation across generations in disadvantaged families. Some research studies suggest a relationship between family characteristics and children's outcomes, but these studies do not establish the validity of the causal relationships assumed by family literacy advocates. Because service delivery patterns in these programs depend on these assumptions, the lack of validation of the implicit causal hypotheses represents a critical problem for the family literacy field. Demonstrating the cost benefits of services in this area requires that these causal relationships eventually be validated.

Kentucky's Parent and Child Education (PACE) program has gained attention as a model adult literacy program. A review of this program in spring 1989 developed an explicit theoretical model from the program's implicit hypotheses about the causes and cures of undereducation, as well as a research design for testing the various hypotheses of which the model is composed. Validation of the model will strengthen the theoretical base of the family literacy field.

"THE EFFECTS OF PEER EDITING ON THE WRITING PROFICIENCY OF ELEVENTH-GRADE STUDENTS"

Danita J. Dodson, University of Southern Mississippi

The premise that writing requires human interaction has led to the recent advocation of peer editing. This method responds to the complaint that teacher evaluation alone gives students a narrow audience.

Thirty-five eleventh-grade students participated in a study to determine the difference between writing proficiency of students exposed to peer editing and that of students exposed to teacher editing. One intact class was randomly assigned to peer editing and one to teacher editing. Both groups took pretests--Basic Skills Assessment "Writer's Skills" and "Writing Sample." After treatment, students took "Writer's Skills'

and "Writing Sample" posttests to measure differences.

ANCOVA was used to test hypotheses. When "Writer's Skills" scores were compared, no significant difference was found between writing proficiency of peer editing group and that of teacher editing group (p=.386). However, when "Writing Sample" scores were compared, a significant difference was found between peer editing method and teacher editing method (p=.003); scores on actual compositions were higher for peer editing group.

Although peer editing may not significantly affect students' performance on objective skills tests, it appears to significantly affect quality of actual writing. This indication provides positive implications for classroom practice of the method.

"THE RELATIONSHIP OF READING AND SUCCESS IN THE BASIC GRADUATE RESEARCH CLASS"

J. Linward Doak and Robert L. Byrne, Eastern Kentucky University

Students enrolled in the basic graduate research class have all completed a four-year baccalaureate degree signifying considerable academic success. It is expected that these students would be excellent readers, and as excellent readers, would have little trouble with the basic research class. This class requires a formal research proposal that includes a problem, review of literature, and proposed procedures for collecting data. In order to do this, it takes a high level of reading both in vocabulary and comprehension.

The subjects for this study were 46 graduate students enrolled in the basic research class. The reading comprehension and vocabulary tests of the CTBS, form U, level J, were correlated with the student's mid-term tests (essay and short answer), research proposals, final examinations (multiple-choice answers), and final class grade.

"U.S. NAVY RECRUIT CHARACTERISTICS ON READING COMPREHENSION AND EDUCATIONALLY RELATED VARIABLES: A TWELVE-MONTH PROFILE FROM JUNE, 1988, TO MAY, 1989"

Harry L. Bowman, Memphis State University, and Paul L. Jones and Emily J. Webb, Chief of Naval Technical Training

The purpose of the study was to describe U.S. Navy recruits on reading comprehension and educationally-related variables as well as to compare selected sub-populations during a 12-month period from June, 1983, to May, 1989. Data on educational background, aptitude, and reading comprehension were obtained for 66,296 recruits. Approximately nine tenths of the recruits were high school graduates with a mean of approximately 12 years of education for all recruits. The measure of academic aptitude revealed that the recruits with reading grade level (RGL) scores below 6.0, the criterion for mandatory referral to Academic Remedial Training, scored about 20 percentile points lower on the average than recruits with RGL scores above 6.0. The reading comprehension scores had a median near the 12th grade and a mean near the 10th grade. Variability by month of entry into the Navy was evident when distributions of recruits were compared on high school graduation status, RGL categories, and classifications of recruits on high school graduation status and RGL criterion (above or below 6.0 RGL). The results of the study suggest a continuing need to provide academic remedial training programs for recruits but indicate variable resource utilization at different times during 12-month time periods.

11:00 a.m. - 11:50 a.m. HEALTH/ATTITUDES (Discussion). . . . . .B. Finley Vinson

Presider: Norma Tedder, Mississippi State University

Presenters:

"A MODEL FOR THE STRUCTURE OF CHILDREN'S BELIEFS ABOUT THE ORIGINS OF HEALTH BASED ON BOTH CROSS-SECTIONAL AND LONGITUDINAL ANALYSES"

Bruce Thompson, University of New Orleans, and Larry Webber and Gerald S. Berenson, Louisiana State University Medical Center

Quite logically, people's beliefs about the origins of health have been shown to

affect behaviors that, in turn, partially determine health. Thus, measures of health locus of control have been of appreciable interest to health educators and researchers.

The present study evaluated the fit of a model of these beliefs to data children provided regarding the perceived origins of health. The study involved four cross-sectional samples of fourth-, fifth-, and sixth-graders measured roughly six months apart over the course of two years. Cross-sectional samples ranged in size from 453 to 1,028. The study also examined longitudinal trends for a subsample of 134 subjects measured at all four measurement points.

Factor structures were empirically fit to a model derived from previous research with adults. In general, the data fit the model well at all measurement points for all samples. Exceptions with two items were noted, and explanations for these deviations were explored.

"THE ABILITY OF THE STUDENT-TEACHER FACTOR TO DISCRIMINANT BETWEEN SUBJECTS ON THE BICKLEY ASSESSMENT OF SELF-ESTEEM"

Leslie E. Figa, Francis Marion College

This study represents an initial attempt to examine the student-teacher factor of the Bickley Assessment of Self-Esteem, or BASE. The BASE is an experimental, individually administered test of self-esteem designed specifically for use with children enrolled in grades three or lower.

The problem placed under investigation was to measure if the student-teacher factor performed consistently over four grade levels, kindergarten through grade three. A total of 219 subjects were administered the BASE individually. The data were subjected to a one-way ANOVA analysis ($F=6.53$; $p<.01$). A post-hoc analysis was run and indicated that the kindergarten children scored significantly lower on this factor than did the subjects in the other three grade levels.

The direct implication from this initial investigation is that the student-teacher factor of the BASE appears to be a strong one that does indeed discriminant among different subjects, and certainly merits further examination.

"STUDENTS' RESPONSES CONCERNING PERSONAL INCIDENCES OF CHILD ABUSE IN AN ELEVEN-COUNTY AREA OF MIDDLE TENNESSEE"

Thomas L. Reddick and Larry Peach, Tennessee Technological University

Child abuse is a continuing problem in contemporary America. The U.S. Department of Justice reports that child abuse has increased three-fold within the past three years. In Tennessee alone, approximately 700 cases per month are reported.

This study investigated the issue of child abuse as reported by 18-year-old students in public high schools within an 11-county region of Middle Tennessee. A questionnaire was distributed by school principals to 25 students in each of the 11 county school systems targeted for the study. Consequently, a total of 275 students participated in the study.

A total of 78 respondents had experienced some form of child abuse. Most of the students responding indicated that acts of maltreatment occurred when they were below the age of 14.

In this study, the abusive acts were classified under Negligence, Physical Abuse, Psychological Abuse, and Sexual Abuse. Some 24 (31%) of the students stated that they had been neglected. Eleven (14%) experienced physical abuse. Those experiencing psychological abuse numbered 16 (21%), while six students (8%) admitted to being sexually abused.

Chi-square and other appropriate statistical techniques were used to determine the significance of the data.

"A STUDY OF ADMINISTRATORS' AND TEACHERS' VIEWS CONCERNING AIDS AND RELATED ISSUES"

Larry Peach and Thomas L. Reddick, Tennessee Technological University

The reality of AIDS and AIDS-related diseases are a matter of serious concern for school personnel and may greatly impact the future direction of educational programs and services. Many continue to lack definitive information concerning this catastrophic illness and its treatment. The U.S. Public Health Service Center for Infectious Diseases report that children account for the fastest growing group of individuals contacting AIDS.

The purpose of the study was to determine the views of school administrators and teachers concerning AIDS and related issues that effect the operation and management of public schools.

A questionaire was distributed to 100 administrators and 100 teachers in the middle region of Tennessee. The data are reported through a descriptive reporting procedure. The chi-square test at the .05 level of significance was determined to be appropriate.

The respondents agreed that their schools had AIDS policies but needed more information. A majority of the groups did not believe that school personnel or students with AIDS should attend regular school. Views differed concerning the right to keep AIDS information confidential. Information about AIDS should be taught, and instruction should begin, in the elementary grades. Additional inservice programs should be planned.

MSERA CONSTITUTION AND BYLAWS

CONSTITUTION AND BYLAWS OF THE MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION
(As Amended November 10, 1988)

CONSTITUTION

ARTICLE I

NAME AND MEMBERSHIP

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

ARTICLE II

PURPOSES

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

ARTICLE III

INCORPORATION

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

ARTICLE IV

OFFICES AND TERMS OF OFFICE

Section 1.a. The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and one from each of the constituent states.

Section 2.a. The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association for a term of one year. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for re-election to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

Section 3. The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

Section 4. The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

Section 5. The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board.

Section 6. The Officers, Directors, and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

ARTICLE V

MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting, including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

ARTICLE VI

NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

Section 1.a. A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

b. Nominations for any position may be made to the committee by any active

member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

Section 2. The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

Section 3. The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

Section 4. Each Director representing a constituent state shall be elected by the members of the Association who are from the state represented by the respective Director.

ARTICLE VII

MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

ARTICLE VIII

BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may be proposed by an active member of the Board of Directors or any active member of the Association.

ARTICLE IX

AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

ARTICLE X

AUTHORITY FOR CONDUCTING MEETINGS

Section 1. Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

Section 2. This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

ARTICLE XI

AMENDMENTS

Section 1. This constitution may be amended at any time by written recommendation of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

Section 2. The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

Bylaws

ARTICLE I

CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

ARTICLE II

DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

Section 1.a. The President shall preside at all regular and special meetings of the Association and all regular and special meeting of the Board, or shall designate an individual to assume this responsibility.

b. The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

c. The President shall appoint committees of the Association and delegate specific responsibility as necessary.

d. The President shall appoint a newsletter editor who shall edit a newsletter and distribute it to all members of the Association.

e. The President shall appoint an editor for the Proceedings of the Annual Meeting.

Section 2.a. The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

b. The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manual of the Association. These materials shall be distributed at biannual meetings of the Board and to committee chairpersons as appropriate.

Section 3.a. The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

b. The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

c. The Secretary-Treasurer shall prepare and submit the books of the Association for an annual audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

Section 4. The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association, and perform such responsibilities as are designated by the President.

Section 5. The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

Section 6. The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

Section 7.a. The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the Association as directed by the Board.

Section 8.a. The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committtee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

ARTICLE III

MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

ARTICLE IV

BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

ARTICLE V

AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

Section 1. The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

Section 2.a. The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

b. The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

Section 3.a. The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association's representative to the Board of the Association shall be made in the manner prescribed by the state research association.

b. The Association and an affiliated state research association shall distribute to the Officers and Directors of the other organization the communications and publications prepared for the Officers and Directors of the respective organizations.

c. The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organization by persons from the state served by the state research association.

d. The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

e. The affiliation between the Association and a state research association shall not infringe upon the automony of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

f. The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

g. Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

ARTICLE VI

ARCHIVES OF THE ASSOCIATION

Section 1. The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

Section 2.a. The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

b. Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as determined by the Board and the agency or institution.

c. Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

Section 3.a. An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

b. The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

c. A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

Section 4.a. The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

b. A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

c. Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

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